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ABSTRACT

This first volume of the Portuguese Programmatic Course of the Foreign Service Institute is designed to introduce the student to spoken Brazilian Portuguese and contains 25 units. A large part of every unit is programmed. The text is designed for use with special prerecorded tapes and is accompanied by an instructor's manual containing the script of all recorded portions. Many of the recorded exercises do not appear in printed form in the student's book. It is recommended that every student have a "check-out" session with an instructor at regular intervals to assure that he is progressing satisfactorily on his own. Unit 1 introduces the Portuguese nasal vowels. Unit 2 presents new sounds and the first dialogue. Beginning with Unit 3, every unit contains a grammar explanation and grammar drills, in addition to the pronunciation and dialogue work. An "application" section appears at the end of Unit 6 and each subsequent unit. This section summarizes material covered in the unit and reviews material from previous units. The last unit consists of a review of the following: (1) nouns, contractions, adjectives; (2) verbs; (3) the verbs "ser," "estar," "ter," and "ir"; (4) asking questions with question words; and (5) short verbal exchanges. a Portuguese-English vocabulary list concludes the volume. (Author/PMP)

ED 096854

PORTUGUESE

PROGRAMMATIC COURSE
Volume I

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by

JACK LEE ULSH and ASSOCIATES

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PREFACE

The FSI Brazilian Portuguese Programmatic Course *was prepared by Jack Lee Ulsh, linguist in the Department of Romance Languages. The first volume contains twenty-five units of work. It is anticipated that Volume 2, when completed, will contain an additional twenty-five units.*

Miss Inês de Freitas, instructor in Portuguese, has been the author's chief consultant, contributing substantially to the development of many of the dialogues and drills. She also reviewed and edited all materials to assure correctness and authenticity and helped to prepare the vocabulary list which appears at the back of the volume.

Murilo von Meien assisted in compiling early versions. His experience using the draft materials with a succession of intensive classes resulted in valuable criticisms and refinements as the current form of this work evolved. Other members of the FSI Portuguese teaching staff have likewise contributed useful suggestions.

The tape recordings which provide the principal substance of this course were made under the guidance of Mr. Ulsh in the FSI language laboratory with José M. Ramirez serving as the audio engineer. The Portuguese voicing was done by Victor dos Reis, Murilo von Meien, Inês de Freitas, Milenne Dias Hauseman, Eli Friedman and Terezinha Lisieux Campbell. The voicing script for the tapes is published separately as a companion volume entitled Brazilian Portuguese Programmatic Course Instructor's Manual. *Announcements and English voicing were supplied by Mr. Ulsh.*

The dialogues of units two through six were adapted from the FSI Spanish Programmatic Course, *prepared by Dr. C. Cleland Harris and associates. The format of that text frequently served as a guide in the design of this book. Some terminology was also carried over.*

The manuscript was typed by Irma Ponce, Maryko Deemer and Claire Freeman.

James R. Frith

James R. Frith, Dean
School of Language Studies
Foreign Service Institute

Foreword

This course has been written to introduce you to spoken Brazilian Portuguese. The style is generally casual and conversational, but the language is always a reflection of the speech standards of educated Brazilians.

This textbook is accompanied by an Instructor's Manual which contains the script of all the recorded portions. Since many of the recorded exercises do not appear in printed form in this, the student's book, the Instructor's Manual serves as a handy, quick reference and guide for the teacher.

A part of each unit of these materials is programmed. The word 'Programmatic' in the title means just that: partially programmed. Our programming involves self-instruction. It is designed to get you, the learner, actively involved in the material being presented. As we supply you with information we will ask you to respond to it in various ways. By the very act of responding you will necessarily become an active part of the learning process. We think this is good.

The programming involves the use of pre-recorded tapes. The book and the tapes go hand in hand. One depends on the other. In the absence of the tape an instructor could conceivably voice the tape script, but this would be awkward and it is not recommended. We will tell you more about the details of programming in later paragraphs.

All portions of these materials, whether they are programmed or not, lend themselves well to self-instruction. Ideally, though, every student should have a 'check-out' session with an instructor at regular intervals to assure himself that he is progressing satisfactorily. During these sessions the instructor can verify what the student has already prepared and can polish it and practice it with him. In an intensive course where the student is studying Portuguese up to eight hours a day it is advisable to plan on two to three or more hours of 'check-out' per day, preferably not all at one sitting. The author is convinced that no set of materials, programmed or otherwise, can ever completely take the place of a live, in-the-flesh instructor. We need the human contact. We need the instructor to urge us onward with the approving smile or the raised eyebrow. We depend on him to help us put our text materials into the proper perspective, wherein we see clearly that language is a human operation, involving communication among people.

Programming

The first part of each unit is programmed. In the typical programmed format, information will be given to you, and you in turn will respond to it, by means of a carefully designed sequence of numbered 'frames'. What is a 'frame'? A frame is simply a step in a learning sequence, and it bears a number for identification. Let us illustrate.

1. Right now you are looking at a frame. It is frame number one, as you can see. It is the first step in a very brief learning sequence that you are now undertaking.

2. (This is frame number 2.) Many times a frame will refer you to an item recorded on the tape. When this is the case, you will see one or more sets of parentheses appearing right after the frame and just below it, like this:

( ) ( )

3. The parentheses will always mean that something is recorded on the tape, and the number of sets of parentheses will always tell you the number of times that that particular 'something' is recorded on the tape. Thus, two sets of parentheses will indicate that the item appears twice. Likewise, you can expect to hear an item three times if you see this:

( ) ( ) ( )

4. So, when you see ( ), turn on the tape and listen. But, always be sure you read the frame first. To do otherwise is useless. You will find it necessary to turn off the tape after the last ( ). If you don't, the tape will surely get ahead of you. You can be assured that all recorded frames are identified by the appropriate number.

5. Many times you will see an 'x' after some of the parentheses, like this:

( ) ( )x ( )x ( )x

6. That 'x' means that you are to repeat aloud (at the very least, under your breath, softly) what you have just heard. In this case you would repeat aloud after each of the last three times you hear the item. Space will be left on the tape to allow you to do this.

( ) ( )x ( )x ( )x

7. Many times you will be asked a question which will be based on information we have just given you. Sometimes, particularly in the early units, you will respond in English, but later on your response will generally be in Portuguese. You are to answer aloud. The correct answer will appear just below the frame, to the left of the page, partially in the margin, like this:

(Answer)

8. Always give your answer aloud first. Then check the answer in the left margin to see if you were right. To avoid temptation you should keep the answer covered with your hand or a suitably sized piece of paper.* Reveal the answer only

---

* The author once saw a student using a fat cigar. No objections, provided it's not lighted!

after you have spoken it aloud. If your answer is confirmed you are on the right track and you can keep going ahead confidently.

9. Question: So, then, should you always answer aloud first? Yes, or no?

(yes)

10. A wrong answer to a frame might indicate that you are confused and that you need to repeat a few of the earlier frames. Too many wrong answers may mean that you have been at it too long and that you are in need of a break. You can judge for yourself what the situation is and take the appropriate action.

11. Many times your answer will be confirmed on tape as well as in the margin. When that is the case, you will see the following notations:

(Answer)

Verify: ( )x ( )x

12. The procedure called for in such a frame is to answer aloud, check your answer visually, then turn on the tape and further verify it by listening and repeating.

13. Question: Do sets of parentheses like these--- ( ) ( )--- mean that something is on the tape? Answer aloud, 'yes' or 'no'. Then check the margin.

(yes)

14. When you see a set or sets of parentheses you know that you are to turn on the tape and l_ _ _ _ _. (Complete the sentence.)

(listen)

15. An 'x' after a set of parentheses means that you are to ______.

(repeat)

16. How many times do you repeat if you see this?: ( )x ( )x ( )x

(three)

17. What do we call the numbered steps in a learning sequence?

(f _ _ _ _ s)

(frames)

18. This method of presenting information and having the student respond to it is called p _ _ _ _ _ _ _ ing.

(programming)

So much for our very brief introduction to programming. We do not think you will have any trouble following it in the text.

The non-programmed portions and the procedures for handling them are fully explained as they appear. We need not say anything about them here.

Beginning with unit 6 an Application section appears at the end of each unit. This section can be considered a summary of material covered in that unit as well as a review of material covered in previous units. It serves, therefore, as a good check on how well you have absorbed all that has been presented to date.

Spelling

It is not our purpose in this book to teach you how to write and spell Portuguese, but we have written quite a bit of it ourselves on the following pages and we think it is appropriate to make a comment here about the writing system. During the course of the development of these materials, Brazilian President Emílio Médici signed a law putting into effect a new and simplified writing system. Among other things, the changes involved the omission of certain accent marks. Having already prepared much of this text, we found ourselves 'in the middle'. From that point on we wanted to -- and we did -- honor the new rules. But time did not permit us to go back and remove all of the now unnecessary accent marks that we had already put in print. We were, however, able to remove some of them while we were making certain other text changes. The result of all this is that the keen-eyed student may notice occasional discrepancies with regard to the presence or absence of accent marks on some words. Be assured that this is a very minor matter and that it will never cause you to stumble while you are using these materials.

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UNIT 1

We are going to begin by introducing you to a series of Portuguese sounds known as the nasal vowels. These sounds are called nasal vowels for the simple reason that one must literally speak through the nose to produce them. As English speakers most of us are not accustomed to thinking in terms of nasal vowels since our language does not have them. Those of us who have studied French already know something about nasal vowels. As students of Portuguese all of us will soon be very much aware of them. We will have to learn to hear them and imitate them. We will have to be able to distinguish them from other vowel sounds that sound similar but lack nasalization. These latter ones we will call non-nasal vowels.

In this unit our principal aim is to teach you to recognize Portuguese nasal vowels. You will not need to repeat them until later.

1. Listen to this vowel sound on the tape. For the moment we will call it sound No. 1.

   (1) (1)

2. This is a very common Portuguese nasal vowel. Listen to it twice again.

   (1) (1)

3. Now listen to another sound. This one is just like the first one except that it is not nasalized: that is, it is non-nasal. We will temporarily label it sound No. 2.

   (2) (2)

4. Did you notice the difference between (1) and (2)? Let's put them side by side so that it is easier to hear the difference. Number (1) is nasal; number (2) is non-nasal. Listen closely.

   (1) (2) (1) (2)

5. Now let's reverse the order, putting the non-nasal first, followed by the nasal. Just listen.

   (2) (1) (2) (1)

6. The difference you hear between these two sounds may seem slight and insignificant to you, but it is a very important difference to a Portuguese speaker. For him they are two completely separate sounds. Hence for you too they must be completely separate. You must learn to distinguish one from the other.

7. Here they are side by side again. No. 1 is nasal; No. 2 is non-nasal.

(1) (2) (1) (2)

8. Listen to this vowel and say which it is: nasal or non-nasal.

( ) ( )

(nasal)

9. Which one is this, nasal or non-nasal?

( ) ( )

(non-nasal)

10. Is this one nasal? Answer yes or no.

( ) ( )

(yes)

11. How about this one? Yes or no.

( ) ( )

(yes)

12. And this one? ( ) ( )

(no)

13. Now we will put a consonant sound in front of this nasal sound and the result is a short Portuguese word. Listen to it.

( ) ( )

14. Does this word have a nasal vowel?

( ) ( )

(yes)

15. Now listen to what happens to that word if we take the nasalization off the vowel.

( ) ( )

16. Compare these two items side by side, first the one with the nasal vowel, then the one with the non-nasal vowel.

(nasal) (non-nasal) (nasal) (non-nasal)

17. Does this word have the nasal vowel?

( ) ( )

(no)

18. Does this one have the nasal vowel?

( ) ( )

(yes)

19. How about this one?

( ) ( )

(yes)

20. We can prefix a different consonant sound to this nasal vowel and we have another word. Listen to it.

( ) ( )

21. Does this word have a nasal vowel?

( ) ( )

(yes)

22. Does this one?

( ) ( )

(no)

23. Does this one? ( ) ( )

(yes)

24. Now here is still another word with this nasal vowel.

( ) ( )

25. Is this the same word you just heard?

( ) ( )

(yes)

26. Are both of these words the same?

( ) ( ) ( ) ( )

(no)

27. Does this word have a nasal vowel?

( ) ( )

(yes)

Test A

Let's run a little test to be sure that you are hearing what we want you to hear. Your job is to listen to the numbered items that appear on the tape at this point and determine whether they have the nasal vowel or not. In the chart below place a check mark in column A if you hear the nasal vowel, and place a check mark in column B if you hear the non-nasal vowel. The answers appear at the end of this unit.

Item No.	A (Nasal Vowel)	B (Non-nasal Vowel)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

28. If you did well on that test it is time to go on to another nasal vowel. Here it is. Listen to it carefully.

( ) ( )

29. Now listen to it in this word.

( ) ( )

30. And in this word.

( ) ( )

31. If we remove the nasalization from this vowel sound we get another, quite different Portuguese vowel sound. Once again, you must learn to hear the difference between the nasal vowel and the non-nasal vowel. Compare these two words. The first word has a nasal vowel. The second word has a non-nasal vowel.

(1) (2) (1) (2)

32. Which of these two words has the nasal vowel, the first or the second?

(1) (2) (1) (2)

(first)

33. Listen to this word, then say whether the vowel is nasal or non-nasal.

( ) ( )

(nasal)

34. Do all three of these words have this nasal vowel?

(1) (2) (3)

(yes)

35. Which one of the following three words does not have the nasal vowel?

(1) (2) (3)

(2)

36. Now listen to this word. Does it have the nasal vowel?

( ) ( )

(yes)

37. How about this one?

( ) ( )

(no)

38. Do both of these words have the nasal vowel?

( ) ( )

(no)

Test B

Now we will try another test. As before, you are to listen to the numbered items on the tape and determine which ones have the nasal vowel and which ones do not. Indicate your answer by placing a check mark in Column A or Column B opposite the corresponding number.

Item No.	A (Nasal Vowel)	B (Non-Nasal Vowel)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

39. Here is a third nasal vowel.

( ) ( )

40. Listen to it again.

( ) ( )

41. Now listen to it in this syllable.

( ) ( )

42. And in this syllable.

( ) ( )

43. Compare these two syllables. The vowel in the first is nasalized; the vowel in the second is not.

(nasal) (non-nasal) (nasal) (non-nasal)

44. The same is true of these two syllables. The vowel in the first is nasalized, while the vowel in the second is not. Listen and compare.

(nasal) (non-nasal) (nasal) (non-nasal)

45. Do both of these syllables contain the nasal vowel?

( ) ( )

(no)

46. Which of these two syllables has the nasal vowel, No. 1 or No. 2?

(1) (2) (1) (2)

(2)

47. Only one of these three syllables has the nasal vowel. Which one is it?

(1) (2) (3)

(2)

48. Which one of these three has the nasal vowel?

(1) (2) (3)

(1)

49. Which of these three is not nasal?

(1) (2) (3)

(1)

Test C

As before, listen to the numbered items on the tape and determine which have the nasal vowel and which do not. Indicate your answer by making a small check mark in column A or column B opposite the corresponding number.

Item No.	A (Nasal Vowel)	B (Non-nasal Vowel)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

50. This is the fourth nasal vowel. Listen to it carefully.

( ) ( )

51. Now listen to it in a syllable.

( ) ( )

52. Here it is in another syllable.

( ) ( )

53. And in still another.

( ) ( )

54. Now we will continue our practice of taking the nasalization off the vowel to see what results. The vowel in the first of these two syllables is nasalized; the vowel in the second is not. Listen and compare.

(nasal) (non-nasal) (nasal) (non-nasal)

55. Now listen to this pair. The first has the nasal vowel and the second does not.

(nasal) (non-nasal) (nasal) (non-nasal)

56. Which of these two has the nasal vowel, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

57. Which of these two has the nasal vowel?

(1) (2)

(2)

58. Which one of these three syllables has the nasal vowel?

(1) (2) (3)

(3)

59. Which of these three syllables does not have the nasal vowel?

(1) (2) (3)

(1)

60. Which of these three does have the nasal vowel?

(1) (2) (3)

(2)

Test D

Once again you are to listen to the numbered items on the tape and determine which have the nasal vowel and which do not. Make a small check mark in the appropriate column opposite each number.

Item No.	A (Nasal Vowel)	B (Non-Nasal Vowel)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

61. Now we will take a look at the fifth and last Portuguese nasal vowel.

( ) ( )

62. Here it is in a syllable.

( ) ( )

63. Here it is again in another syllable.

( ) ( )

64. Now, following our standard procedure, we will remove the nasalization and listen to what results.

( ) ( )

65. Here are the nasal vowel and the non-nasal vowel side by side. Listen carefully and compare.

(nasal) (non-nasal) (nasal) (non-nasal)

66. Did you hear the difference? Here they are again, first nasal, then non-nasal.

(nasal) (non-nasal) (nasal) (non-nasal)

67. Is this vowel the nasal vowel?

( ) ( )

(yes)

68. How about this one?

( ) ( )

(no)

69. Does this syllable have the nasal vowel?

( ) ( )

(no)

70. Does this one? ( ) ( )

(yes)

71. Does this syllable have the nasal vowel or the non-nasal vowel?

( ) ( )

(nasal)

72. Which of these three syllables has the nasal vowel?

(1) (2) (3)

(2)

73. Which of these three syllables does not have the nasal vowel?

(1) (2) (3)

(3)

74. Which of these three syllables does have the nasal vowel?

(1) (2) (3)

(1)

Test E

Listen to the numbered items on the tape and determine which have the nasal vowel and which do not. Place a check mark in the appropriate column opposite each number.

Item No.	A (Nasal Vowel)	B (Non-nasal Vowel)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Answers to Tests

Test A.	Test B.	Test C.	Test D.	Test E.
1. A	1. A	1. B	1. B	1. A
2. B	2. B	2. A	2. A	2. B
3. A	3. A	3. A	3. A	3. A
4. B	4. A	4. B	4. A	4. B
5. B	5. B	5. A	5. B	5. A
6. A	6. A	6. A	6. B	6. A
7. A	7. A	7. B	7. A	7. A
8. A	8. A	8. B	8. A	8. A
9. B	9. B	9. A	9. B	9. B
10. A	10. A	10. A	10. B	10. B
11. B	11. B	11 B	11. A	11. B
12. A	12. A	12. A	12. B	12. A

UNIT 2

PREPARATION

1. In this unit you will memorize a short conversation in Portuguese. In the conversation you will be using a word that translates into English as 'good'. Here is that word 'good'.

   ( ) ( )

2. Do you recognize the vowel of this word 'good' as one of the nasal vowels you listened to in the last unit? Listen again.

   ( ) ( ) ( ) ( )

3. Many students tend to mispronounce this word by putting a very distinct m or n sound on the end of it, like this:

   ( ) ( ) ( ) ( )

4. These pronunciations are wrong, because there is no m or n sound in the word. Whatever you hear that may sound to you like an m or an n is simply the nasalization of the vowel.

5. Thus, the right way (which we symbolize here with R) is to pronounce the word with a nasal vowel, and the wrong way (which we symbolize with W) is to pronounce it with an m or an n on the end. Here are the right and wrong ways side by side.

   (R) (W) (R) (W)

6. Is this the wrong way, with an m sound?

   ( ) ( )

(yes)

7. Is this the right way, with the nasal vowel?

   ( ) ( )

(yes)

8. Which is right, No. 1 or No. 2?

   (1) (2) (1) (2)

(1)

9. Which of these is wrong, No. 1 or No. 2?

   (1) (2) (1) (2)

(1)

10. Are both of these wrong?

( ) ( )

(yes)

11. Are both of these right?

( ) ( )

(yes)

(From now on, you will notice that an 'X' appears after some parentheses. This 'X' is your signal to speak aloud in imitation of what you hear in the parentheses.)

12. Here is the right way again. You will hear it four times. You are to repeat it aloud after each of the last two times, as shown by the 'X'.

( ) ( ) ( )X ( )X

13. Repeat it again, where shown. Mimic as best you can. Do not hesitate to pronounce the vowel 'through your nose'. You must do so if you are to pronounce it correctly.

( ) ( )X ( )X

14. Try it once more. Remember, there is no m or n at the end of it.

( ) ( )X ( )X

15. In the conversation that you will soon memorize we combine the word 'good' with the word 'day' to form the useful greeting 'good day'. Here is the word for 'day'. Just listen.

( ) ( )

16. If you listen again you will recognize that the first sound of that word is practically the same as our English d sound.

( ) ( )

17. There is another, very common way of saying this same word 'day'. Here it is.

( ) ( )

18. When the word is pronounced this way, the first sound very closely resembles the 'j' of English 'jeep'. Listen again.

( ) ( )

19. Listen to both versions of the word, side by side. Remember, both are correct.

( ) ( ) ( ) ( )

20. Not only are both correct, but both are standard and common. Your instructor will say one or the other (but probably not both) depending on the area of Brazil that he comes from. You will eventually find yourself using one or the other (or possibly both) depending on who your instructor is, where you are going, or just personal preference. For the time being, we want you to adopt the pronunciation that suggests the 'j' of 'jeep'. Listen and repeat.

( ) ( ) ( )x ( )x

21. Try it again.

( )x ( )x ( )x

22. Now put 'good' and 'day' together, to form the greeting 'good day', or 'good morning'.

( ) ( ) ( )x ( )x

23. You will be using this expression in the short dialog that you will memorize later in this unit, so try it again, and remember to make the vowel of 'good' nasal.

( )x ( )x ( )x

24. Here, now, is another Portuguese word, also taken from the dialog.

( ) ( )

25. Notice that this word has the same nasal vowel as the word 'good', and the same 'j-type' sound as the word 'day'.

( ) ( )

26. You may also hear somebody say the word this way.

( ) ( )

27. This latter way is perfectly good, but we are going to do as we did with 'good day' and ask you to say the word the first way, that is, with the 'j' sound of 'jeep'. Listen and repeat.

( ) ( ) ( )x ( )x

28. Remember, the first vowel is nasal. Repeat again.

( )x ( )x

29. We are going on to something else now. First, repeat this item, which we have labelled number 1.

(1)X (1)X

30. Now repeat this item, which we have labelled number 2.

(2)X (2)X

31. Now combine '1' and '2'.

(1 + 2)X (1 + 2)X

32. Again.

(1 + 2)X (1 + 2)X

33. This time speed it up a bit.

(1 + 2)X (1 + 2)X

34. Once again.

(1 + 2)X (1 + 2)X

35. The next step is to add nasalization. Listen carefully and repeat where shown.

( ) ( ) ( )X ( )X

36. Better try that one again. It should be nasal from beginning to end.

( )X ( )X ( )X

37. We have been practicing the first syllable of a word. Here is the second syllable of that word. The vowel is not nasal.

( ) ( ) ( )

38. Here is the whole word.

( ) ( )

39. Listen again, then repeat.

( ) ( )X ( )X ( )X

40. Try it again.

( )X ( )X

41. We continue now with an English word:

( ) ( ) ( )X ( )X

42. That word obviously has no nasal sounds. However, if we nasalize the '-ay' portion of it, we have a Portuguese word. Listen to the contrast between the non-nasal and the nasal.

(non-nasal) (nasal) (non-nasal) (nasal)

43. Are both of these nasalized?

( ) ( ) ( ) ( )

(no)

44. Are both of these items the Portuguese word?

( ) ( ) ( ) ( )

(yes)

45. Sometimes students mispronounce the Portuguese word this way. Again we signal this wrong pronunciation with a (W).

(W) (W)

46. This pronunciation is wrong because of the m sound that you heard at the end of the word. There should be no m sound at the end of the word. What your ears may hear as an m sound is simply the nasalization on the vowel.

47. Other students may mispronounce the word another way, with an n sound at the end.

(W) (W)

48. This too is wrong. There should be no n sound at the end of the word. Once again, what your ears may hear as an n sound is simply the nasalization on the vowel.

49. Here is the right way (R) followed by one of the wrong ways (W).

(R) (W) (R) (W)

50. Here is the right way followed by the other wrong way.

(R) (W) (R) (W)

51. Which of these two items has the nasal vowel and is therefore pronounced correctly, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

52. Which of these two is pronounced correctly, No. 1 or No. 2?

(1) (2) (1) (2)

(2)

53. Is this one correct?

( )

(yes)

54. Are both of these wrong?

( ) ( )

(yes)

55. Which two of these four are right?

(1) (2) (3) (4)

(1, 4)

56. Now let's practice a little. First say the English word 'bay'.

( )x ( )x

57. Now, if you nasalize the '-ay' portion, you will be pronouncing a very close approximation of the Portuguese word. Listen and mimic carefully.

( ) ( )x ( )x ( )x

58. Try it again.

( )x ( )x ( )x

59. Let's go back to a word you practiced earlier. Listen and repeat.

( ) ( )x ( )x ( )x

60. Now we tie up all these loose ends by putting these two words together. Just listen this time.

( ) ( ) ( )

61. Now listen and repeat.

( ) ( )x ( )x ( )x

62. Once more.

( )x ( )x ( )x

63. Let's look at something else now. Here is a common Portuguese last name, said incorrectly (W), i.e., with an English accent.

(W) (W)

64. Here is the same last name said correctly (R).

(R) (R)

65. For easier comparison, here are the (W) and (R) versions side by side.

(W) (R) (W) (R)

66. Are both of these right?

( ) ( ) ( ) ( )

(no)

67. Is this rendition right or wrong?

( ) ( )

(wrong)

68. Does this one sound right or wrong?

( ) ( )

(right)

69. The first syllable of the name has a nasal vowel. Listen, then do your best to mimic it where shown.

( ) ( ) ( )x ( )x

70. Now add the final syllable. Listen and repeat.

( ) ( )x ( )x ( )x

71. Try it again. Remember that there is no n sound in the first syllable.

( )x ( )x

72. Portuguese has several ways of saying 'you'. Here is one of them.

( ) ( )

73. As English speakers, you will probably have the tendency to pronounce the last syllable of this word as you would the English word 'say'. The vowel is essentially the same, but it needs to be refined a bit. Specifically, it should be clipped short. It should not be drawn out or glided as it usually is in English. Listen to the contrast between the English word 'say' and this Portuguese syllable. Notice that the Portuguese vowel is not drawn out, but cut short.

(English) (Portuguese) (English) (Portuguese)

74. Which of these two items is Portuguese?

(1) (2) (1) (2)

(2)

75. Which of these two items ends with an English vowel?

(1) (2) (1) (2)

(2)

76. Here is the word 'you' said correctly. Imitate it where shown, making sure you clip the final vowel short.

( ) ( )x ( )x ( )x

Now you are ready to begin work on the dialog.

DIALOG

Preliminary Comments

In this unit and all the units that follow you will memorize a short dialog in Portuguese. The dialogs are natural, everyday conversations between two or more native speakers of Portuguese. They deal with a variety of topics of general interest.

The dialogs are presented on the tape in three steps. Your job is to follow the instructions given below and go through the three steps in sequence. The goal is complete memorization. By the time you finish step 3 you should have the dialog thoroughly memorized. The dialogs will serve as a base for expanded conversational practice with your instructor. It follows, then, that the better you know the dialogs, the better prepared you will be to participate in conversational exchanges with him.

Here is the English version of the dialog for this unit.

(1) Speaker A: Hi! How are you?

(2) Speaker B: Fine. And you?

(3) Speaker A: So-so.

(4) Speaker B: Where is S______?

(5) Speaker A: He's at home.

Please note that the lines of the dialog are numbered. The numbers appear in parentheses to the left.

We have deliberately put the Portuguese version of this dialog on the last page of this unit where it is less accessible to your eyes. Furthermore, we have printed it upside down. In these early days of your language learning we want to impress upon you the importance of listening, as opposed to looking. We want to discourage you from relying too much on the printed page. To the novice student of Portuguese, who is unfamiliar with the relationships between Portuguese spelling and Portuguese speech, the way a word is written is often a very deceptive indicator of the way it is pronounced. Therefore, we prefer, in these first few units, that you make every effort to learn the dialogs without referring to their written forms.

The three steps that you are to go through in order to memorize the dialog are the following:

1. Pronunciation
2. Fluency
3. Participation

Be sure that you read and understand the instructions for each step before proceeding with that step.

Instructions

Step 1. Pronunciation.

In this step you will be working with one sentence at a time. When you turn on the tape you will hear the announcement for sentence number 1, followed by several repetitions of the English and Portuguese versions of sentence number 1. This is for identification and familiarization purposes only, and you are to do nothing more than listen and associate the Portuguese sentence with the English meaning.

Shortly thereafter, you will be instructed to repeat, and upon hearing this you should prepare yourself to imitate aloud the recorded material which immediately follows. That material is sentence number 1, broken down into smaller units and gradually built up until the sentence is complete. Repeat each part as it is given to you.

You will follow the same procedure for each of the other sentences in the dialog. If at times you feel you need to stop the tape and go back and re-do a portion of it, by all means do so. Do not lose sight of the English meanings of the sentences you are working on. Refer to the printed English dialog from time to time if necessary.

Step 2. Fluency.

In this step you will run through the complete sentences of the dialog several more times. Repeat each line as it is given to you. The purpose of this step is to develop your ability to say these sentences easily and fluently. Pay particular attention to rhythm and intonation. Try to imitate everything. Do this step several times until you can say the lines confidently and smoothly. If you experience a great deal of difficulty in doing so, you should go back and re-work Step 1.

Step 3. Participation.

This step is designed to prepare you to use the lines of the dialog in a live interchange with your teacher. For the moment, your conversation will be with the voice of the instructor which has been pre-recorded.

In the first part of this step (Participation A.) the instructor's voice takes the role of Speaker A, and you are to take the role of Speaker B. The instructor will speak his lines and leave blank spots on the tape for you to supply the lines of Speaker B.

In the second part of this step (Participation B.) the roles are reversed; you are to be Speaker A and the voice on the tape will be Speaker B. Since Speaker A begins this dialog, you should wait for the command from the tape before you speak your first line.

In many units, particularly the early ones, you will be introduced to the dialog, or certain parts of it, as you go through the pages of the programmed Preparation section.

If you have not yet done so, you should begin working now on Step 1, Pronunciation.

DIALOG

(Do not look at this unless you feel you must.)

(1) A. Bom dia. Como vai?
(2) B. Muito bem, e você?
(3) A. Mais ou menos.
(4) B. Onde está o Santos?
(5) A. Está em casa.

UNIT 3

PREPARATION

1. We continue our observations of nasal and non-nasal vowels by comparing two common, everyday Portuguese words whose meanings vividly illustrate the contrast and the need to maintain it. Listen to the word for 'yes', which has a nasal vowel.

('yes') ('yes')

2. Now, here is the word for 'if', which does not have a nasal vowel.

('if') ('if')

3. Listen to the two words one after the other. The only difference is the presence or absence of nasality.

('yes') ('if) ('yes') ('if')

4. Let's see if you can tell them apart. Is this the word 'yes', with its nasal vowel?

( ) ( )

(yes, it is)

5. Which is the word 'yes', No. 1 or No. 2?

(1) (2) (1) (2)

(1)

6. Which is the word 'if', No. 1 or No. 2?

(1) (2) (1) (2)

(1)

7. Here is the word 'yes'. Listen and repeat.

( )x ( )x ( )x

8. Try it again. Be sure to make the vowel nasal.

( )x ( )x ( )x

9. Some students tend to mispronounce the word by putting an m sound at the end of it, like this:

(W) (W)

10. There is no m sound at the end of the word. Listen to this contrast between the right way (with the nasalized vowel) and the wrong way (with an m at the end).

(R) (W) (R) (W)

11. Listen carefully. Which is right, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

12. Is this wrong?

( ) ( )

(yes)

13. Is this right?

( ) ( )

(yes)

14. Here again is the right way. Mimic it carefully.

( ) ( )x ( )x ( )x

15. The dialog of this unit contains a word which begins with the very same syllable you have just practiced. It is the word for 'five'. Here it is. Just listen this time.

( ) ( )

16. Now mimic it where shown, being sure to make the first vowel nasal.

( ) ( )x ( )x ( )x

17. Now let us go on to another nasal vowel that you listened to briefly back in Unit 1. It sounds similar to a nasalized English 'uh' sound.

( ) ( )

18. Here is the vowel again, as part of a syllable.

( ) ( )

19. The word of which this syllable is the first part appears in the dialog of this Unit. Here is the word.

( ) ( )

20. Be careful of that first syllable. Here is one way not to say it.

(W) (W)

21. That was wrong because there was a very pronounced n sound at the end of it. There should be no n sound at the end of that syllable, even though it may sound to you like there is one there.

22. What sounds to you like an n is simply the nasalization on the vowel. Here are the wrong way, with the n, and the right way, with the nasalized vowel.

(W) (R)   (W) (R)

23. Which is right, No. 1 or No. 2?

(1) (2)   (1) (2)

(2)

24. Which of these two syllables has the n, and is therefore wrong?

(1) (2)   (1) (2)

(2)

25. Are these both nasal and therefore both right?

(   ) (   )

(yes)

26. Think of a nasalized English 'uh' sound, then say this syllable.

(   ) (   )x (   )x

27. Now try the whole word.

(   ) (   )x (   )x (   )x

28. Here is a Portuguese syllable, said correctly (R).

(R) (R)

29. Here is the same syllable, said incorrectly (W).

(W) (W)

30. Here are the correct way and the incorrect way presented side by side for easy comparison.

(R) (W)   (R) (W)

31. Here is another syllable, said in good Portuguese (R).

(R) (R)

32. Now listen to the same syllable said incorrectly, the way an English speaker might unwittingly say it the first time (W).

(W) (W)

33. Compare the right pronunciation side by side with the wrong pronunciation.

(R) (W)   (R) (W)

34. The difference that you hear in the above pairs is explained by the presence or the absence of a small puff of air on the p sound. In English it is normal to have that puff of air on the p sound. If we are native speakers of English, we automatically put it on the initial p sound of words like party, pin, post and the like, usually without being aware that we are doing so. But in Portuguese this puff of air sounds foreign--and wrong--so we must learn to produce the p sound without it.

35. Here again are the right and wrong renditions of the first syllable. Listen for the puff of air on the wrong rendition.

(R) (W) (R) (W)

36. Is this syllable pronounced right or wrong?

( ) ( )

(right)

37. How about this one?

( ) ( )

(wrong)

38. Does this syllable have the English-type puff of air?

( ) ( )

(yes)

39. Does this one have the puff of air?

( ) ( )

(no)

40. Here is another syllable. Is it said correctly both times?

( ) ( ) ( ) ( )

(no)

41. Which is right, No. 1 or No. 2?

(1) (2) (1) (2)

(2)

42. Which syllable has the English puff of air on the p and is therefore wrong for Portuguese?

(1) (2) (1) (2)

(1)

43. Which of these syllables is Portuguese.

(1) (2)

(1)

44. It may take you some time to develop the muscular control necessary to check your flow of breath and keep from exploding the p sound the way you do in English. Right now you can practice these few syllables that you have just been listening to. Draw your lips back slightly, holding them just a bit tense. Then, making a conscious effort to hold back on the flow of air that escapes between your lips, mimic the items that follow in the next frame. They are recorded.

45. a. (pa)X (pa)X
b. (po)X (po)X
c. (pa)X (po)X
d. (po)X (pa)X

46. You can easily check on the 'air flow' by holding the palm of your hand an inch or so away from your mouth. If you feel a considerable amount of air hitting your palm as you pronounce the p, you are still saying the English sound. If you feel little or no air, you are probably saying the Portuguese sound. The same items appear again in the next frame.

47. a. (pa)X (pa)X
b. (po)X (po)X
c. (pa)X (po)X
d. (po)X (pa)X

48. We will come back to the p sound in just a moment. Right now let us turn our attention elsewhere. First, listen to and then repeat this sound.

( ) ( )X ( )X ( )X

49. Second, listen to and then repeat this sound.

( ) ( ) ( )X ( )X

50. Now, put these two sounds together, like this:

( ) ( ) ( )X ( )X

51. Do that again. Though the two sounds flow together smoothly, you must be sure that you pronounce each one.

( ) ( )X ( )X ( )X

52. Now put the *p* sound--*without* the puff of air--on the front end.

( ) ( )x ( )x ( )x

53. And finally, we add something to the other end. Just listen this time.

( ) ( )

54. Now listen and repeat.

( ) ( )x ( )x ( )x

55. That was the proper name 'Paul'. Here is 'Paul' again. Listen and repeat.

( ) ( )x ( )x

56. The word for 'party' also appears in the dialog. Listen to the word for 'party'.

( ) ( )

57. The first vowel of the word for 'party' is similar to the *e* of English 'bet' and 'festive' but it is not exactly the same. To say it correctly you must open your mouth a bit wider and drop your jaw a bit lower than you do for the English sound. Listen again.

( ) ( )

58. Let's practice just the first syllable. Say the English proper name 'Fess', but while saying it drop your jaw (open your mouth) *just a bit* more than you normally would. This should give you a close approximation of the Portuguese syllable.

( ) ( )x ( )x ( )x

59. Be careful not to drop your jaw too much and thereby produce the English vowel sound of 'bat' and 'fast'. Try it again.

( ) ( )x ( )x ( )x

60. Now repeat the whole word.

( ) ( )x ( )x ( )x

61. Now follow this sequence, repeating where indicated.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x
d. ( ) ( )x ( )x

62. The last item, the vowel we have been practicing, often stands alone as a word. It is a word which appears in the dialog for this unit. Listen to it.

( ) ( )

63. It is not too easy to say all by itself. You can practice it by going through the above sequence again.

a. ( )x ( )x
b. ( )x ( )x
c. ( )x ( )x
d. ( )x ( )x

64. Notice that the vowel is clipped short at the end, and not drawn out as many English vowels are. Once more.

( )x ( )x ( )x

65. Here is another word from the dialog.

( ) ( )

66. Here is the same word said incorrectly.

(W) (W)

67. In the right way the consonant sound resembles the z sound of English 'pleasure', 'measure'. In the wrong way just given it sounds like the j of 'jeep'.

68. Here is the contrast between the right (R) and the wrong (W).

(R) (W) (R) (W)

69. How many of these are right?

( ) ( ) ( ) ( )

(1)

70. How many of these are wrong?

( ) ( ) ( ) ( )

(2)

71. Now listen to the word said correctly, then mimic it.

( ) ( )x ( )x ( )x

72. You should be ready now to proceed with the memorization of the dialog.

DIALOG

(Recorded)

As before, the same three steps will be used to assist you in your memorization.

The dialog appears in English below, and in Portuguese at the end of the unit.

(6) A. Hi, Paul How are you doing?
(7) B. Pretty good. And you?
(8) A. Fine, Paul. When is the party?
(9) B. Today.
(10) A. Today?
(11) B. That's right.* At five.

Step 1. Pronunciation.

Imitate, as before, to the best of your ability. Replay Step 1 two or three times to assure yourself of a good pronunciation.

Step 2. Fluency.

Work as in Step 2 of the previous Unit. Replay this part several times, until you feel completely relaxed with the entire group of sentences.

Step 3. Participation.

Prepare as in Unit 2. Replay Part A several times before going on to Part B. And then, replay Part B a few times.

Part A: Your instructor's voice will begin.

Part B: You are to begin.

---

*The short, one syllable Portuguese utterance which you hear on the tape immediately preceding 'At five' is a very common response which signals the speaker's confirmation of, or agreement with what has just been said. It has a variety of shades of meaning depending on the context. In this instance the English expression 'That's right' is a reasonably close equivalent.

GRAMMATICAL OBSERVATIONS AND PRACTICE

You may have noticed that the Portuguese verb for is has one form in lines 4 and 5

(4) Where is S__________?

(5) He is at home.

and another form in line 8.

(8) When is the party?

The difference is very simple. When you are speaking of another person's whereabouts, you use the form as it appears in lines 4 and 5.

Other examples:

Greg is at the movies.

Linda is at school.

Joe is downtown.

Is Mom in the kitchen?

When you are talking about an event, such as a party, wedding, election, game, funeral, etc., and you want to say when or where the event takes place (i.e. when or where it is), you use the form as it appears in line 8.

Other examples:

The big game is Friday.

The parade is tomorrow.

The election is in November.

The graduation is in the main auditorium.

Where is the wedding? It is in the church.

Now, do the practices below.

Practice 1. (Recorded)

Listen to these Portuguese items recorded on the tape and repeat each one. Follow along with the English equivalents which we have printed below. This practice exercise deals with the form for is as it appears in lines 4 and 5.

1. is
2. Where is?
3. Where is S______?
4. Where is Paul?
5. Paul is at home.
6. Paul is at home, and S______?
7. S__________ is at home.
8. Is Paul at home?

Practice 2. (Recorded)

Now listen to these recorded words and phrases, and repeat each one of them. Follow along with the English, as before. This practice deals with the form for is as it appears in line 8.

1. is
2. when is?
3. When is the party?
4. The party is today.
5. The party is at five.
6. The party is today at five.
7. Where is the party?
8. The party is at home.
9. The party is in Washington.

VARIATIONS (Recorded)

This exercise consists of variations and recombinations of the few words and phrases you already know. Repeat each sentence as it is given to you on the tape and follow along with the English meanings below.

1. Hi.
2. Hi, Paul.
3. Hi, Paul. How are you?
4. Where is S______?
5. S________ is at home.
6. Where is Paul?
7. Paul is at home.
8. Is Paul at home?
9. Is S______ at home?
10. Where is the party, Paul?
11. When is the party, Paul?
12. The party is today.
13. Today?
14. That's right. Today.
15. The party is at five.
16. At five?!
17. That's right. At five.
18. The party is today at five.
19. Today at five?!
20. That's right. Today at five.
21. The party is at home.
22. At home?!
23. That's right. At home.

DIALOG

(6) A. Alô, Paulo. Como vai você?
(7) B. Muito bem, e você?
(8) A. Muito bem, Paulo. Quando é a festa?
(9) B. Hoje.
(10) A. Hoje?
(11) B. É, às cinco.

UNIT 4

Review: Follow the tape and give yourself a warm-up by repeating the first two dialogs again. We have added a feminine voice.

New Material

PREPARATION

Comment

In this unit we will present a new dialog entitled At the Party. It consists of six lines, including the title. Continuing our enumeration from the previous dialog, we have labelled these lines numbers 12 through 17. The English version of the dialog follows.

(12) At the Party

(13) A. Do you know that girl, Paul?
(14) B. Which one?
(15) A. The one who is dancing with Joe.
(16) B. Yes, I know her.
(17) B. She's Mr. Silva's daughter.

The programmed preparation that follows is designed to facilitate your learning of the dialog. We will omit any special comment about line 12, the title, and go on to the first line of the dialog itself, line 13.

Line 13. 'Do you know that girl, Paul?'

1. Listen to the word for 'know' as it appears in line 13.

( ) ( )

2. It has three syllables. Listen to them; then listen to the whole word.

a. ( ) ( )
b. ( ) ( )
c. ( ) ( )
word. ( ) ( )

3. The first syllable is easy enough. Repeat as indicated.

( ) ( )x ( )x

4. The second syllable has the e of bet. Just listen this time.

( ) ( ) ( )

5. This same syllable begins with a consonant sound that has as its nearest English equivalent the central consonant sound of cognac, that is, the sound which is represented by the letters gn. Most Portuguese speakers, however, do not make as much contact between the tongue and the roof of the mouth while making this sound as we tend to do while saying the gn of cognac. Follow the voice on the tape and practice saying cognac with little or no tongue contact on the gn. It is as if you were slurring the sound, or rushing past it so quickly that you don't take time to fully articulate it.

cognac ( ) ( )x ( )x ( )x

6. Now, transfer this pronunciation of the gn to the Portuguese word. Here are the first two syllables of the word.

( ) ( )x ( )x ( )x

7. Here are the first two syllables again. Remember that the vowel of the second syllable is the e of bet.

( )x ( )x ( )x

8. And here is the whole word.

( ) ( )x ( )x ( )x

9. That was the word for 'know' as it appears in line 13. It is accompanied by the word for 'you'.

'you know' ( ) ( )x ( )x ( )x

10. The phrase 'that girl' is part of line 13. Here is the word for 'that'. Again, notice the e of bet in the first syllable.

( ) ( )x ( )x ( )x

11. And here is the word for 'girl'.

( ) ( )x ( )x ( )x

12. Put them together and you have 'that girl'.

( ) ( )x ( )x ( )x

13. Here again is 'you know'.

( )x ( )x

14. And here again is 'that girl'.

( )x ( )x.

15. Now, join the two phrases together and make the statement 'You know that girl'.

( ) ( )x ( )x ( )x

16. If we want to turn that statement into a question, as it is in the dialog, and ask 'Do you know that girl?', we simply change the intonation of the sentence. Nothing else. Here, then, is the question 'Do you know that girl?'. Copy the intonation carefully.

( ) ( )x ( )x ( )x

17. Notice that the pitch of the voice rises quickly on the first syllable of 'girl', then falls away on the second syllable. This is typical of questions that can be answered either 'yes' or 'no'.

( ) ( )x ( )x ( )x

18. The answer to the question appears several lines later in line 16: 'Yes, I know her'. We will look at this line now before looking at the intervening lines 14 and 15. Here is the word 'know' as it appears in line 16. Just listen.

( ) ( )

19. You should notice several things about this word. First of all, its final vowel sound is different from the final vowel sound of the word for 'know' as it appears in line 13. Compare:

a. line 13 '(you) know': ( ) ( )

b. line 16 '(I) know': ( ) ( )

20. Clearly, the word as it appears in line 16 ends in an unstressed u sound. Listen again:

'I know' ( ) ( )

21. Secondly, you should notice that the vowel of the second syllable is like the vowel of 'say', clipped short; it is not the e of bet that you encountered in line 13. Here are the first two syllables. Just listen.

( ) ( ) ( )

22. Thirdly, you should notice that this word has the consonant sound which is reminiscent of the gn of cognac. Listen again to the first two syllables, and repeat.

( ) ( )x ( )x ( )x

23. Now repeat the whole word.

( ) ( )x ( )x ( )x

24. So, then, here is line 16: 'Yes, I know her'. Just listen.

( ) ( )

25. Observe that Portuguese inverts the word order and puts 'yes' at the end. Listen and repeat.

( ) ( )X ( )X

26. You may be asking yourself 'Where's the word for her?'. Good question! The answer is that in this sentence the Portuguese speaker doesn't need a word for her, so he doesn't use one. The concept of her is understood in the context.

( )X ( )X ( )X

27. Speaker B's answer continues in line 17: 'She's Mr. Silva's daughter'. Listen first to the name Silva.

( ) ( )

28. To say this name correctly you must pronounce the l almost as if it were a w. This may seem impossible at first, but many of us English speakers do something like it when we pronounce words like milk and silk. We may make the l sound something like a w. Listen to these two English words deliberately pronounced this way and try to imagine that you are hearing miwk and siwk (with a w) instead of milk and silk (with an l).

(miwk) (siwk) (miwk) (siwk)

29. Now compare these with the Portuguese name Silva and you will see that there is not too much difference in the l's.

(milk) (silk) (Silva) (milk) (silk) (Silva)

30. Is this the correct way to pronounce Silva?

( ) ( )

(no)

31. Which is right, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

32. Repeat this sequence, imitating carefully what you hear on the tape.

(milk)X (silk)X (Sil-)X (Silva)X

(milk)X (silk)X (Sil-)X (Silva)X

33. Now repeat just the name Silva.

( ) ( )X ( )X ( )X

34. This kind of an l appears only at the end of a syllable. Here's another common name, Vilma, where again the l is at the end of a syllable. Repeat as indicated.

a. Vil- ( ) ( )X ( )X

b. Vilma ( ) ( )X ( )X

35. Now back to Silva. Here is the way you say Mister Silva. Just listen.

( ) ( )

36. Here are the two syllables of the word mister. Notice that the second one begins with the sound that resembles the -gn of cognac.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x

37. Now repeat the entire word.

( ) ( )x ( )x ( )x

38. Now repeat Mr. Silva.

( ) ( )x ( )x ( )x

39. Here is the word for 'daughter'. Just listen.

( ) ( )

40. The second syllable begins with a consonant sound similar to lli of English William. Here is the word again. Listen and repeat.

( ) ( )x ( )x ( )x

41. This is the way you say 'the daughter'. Listen and repeat.

( ) ( )x ( )x

42. This is the way you say 'the daughter of'.

( ) ( )x ( )x

43. And this is the way you say 'the daughter of Mr. Silva'.

( ) ( )x ( )x ( )x

44. You already know the word for 'is' (from 'When is the party?').

( )x ( )x

45. Here is the word for 'she'. It begins with the vowel of 'bet'.

( ) ( )x ( )x ( )x

46. Now, let's put together 'she' and 'is'.

( ) ( )x ( )x ( )x

47. The whole sentence, then, is 'She is Mr. Silva's daughter (the daughter of Mr. Silva)'. Try it now, and if you stumble too much, be patient. You will have several more tries at it in a few minutes.

( ) ( )x ( )x ( )x

48. Between the question and the answer are two intervening lines, numbers 14 and 15. First, let us look at 14, which says: 'Which one?'. Here is the word for 'which'.

( ) ( )

49. The sound you hear at the end of the word for 'which' is the l that sounds like a w. It is at the end of a syllable.

( ) ( )X ( )X

50. The word is spelled Qual. Since there is an l at the end of the syllable, it is pronounced Quaw.

( ) ( )

51. Instead of saying literally 'Which one?', Portuguese says 'Which of them'. Here is the way you say 'of them'.

( ) ( )

52. Notice that the vowel is the e of bet. Repeat as indicated.

( ) ( )X ( )X ( )X

53. Here, then, is the whole phrase, 'Which of them?', or 'Which one?'.

( ) ( )X ( )X ( )X

54. Now we go to line 15: 'The one who is dancing with Joe'. It may be easier to learn this line if we begin with 'the girl who' and then change to 'the one who'. First, here is the word for 'girl', which you already know.

( )X ( )X

55. And here is 'the girl'.

( ) ( )X ( )X

56. Here is the way you say 'the girl who...'

( ) ( )X ( )X

57. Now, listen to what is left if we omit the word 'girl' from the above phrase. Item a. below contains the word 'girl'; item b. omits it.

a. the girl who ( ) ( )

b. the .... who ( ) ( )

58. In English, the normal translation of item b. is 'the one who'. Again, listen to the comparison and this time repeat as indicated.

a. the girl who ( ) ( )X ( )X ( )X

b. the one who ( ) ( )X ( )X ( )X

59. Now listen to the word for 'dancing'.

( ) ( )

60. This word contains a familiar nasal vowel in the first two syllables, the nasal vowel which is similar to a nasalized English 'uh'. Here are the first two syllables. Listen and repeat.

( ) ( )X ( )X

61. Here is the whole word again.

( ) ( )X ( )X ( )X

62. Recall this way of saying 'is'.

( )X ( )X ( )X

63. Now, we can combine the two previous items and form the phrase 'is dancing'.

( ) ( )X ( )X ( )X

64. Here again is 'the one who'.

( )X ( )X

65. So, now we can say 'the one who is dancing'.

( ) ( )X ( )X ( )X

66. But, she's dancing with Joe. So we need the word for 'with' as well as the name 'Joe'. Here i's the way you say 'with'. Just listen.

( ) ( )

67. The word for 'with' rhymes with the word for 'good'. Listen and repeat.

good ( ) ( )X ( )X
with ( ) ( )X ( )X

68. Now, here is the name 'Joe'. Just listen.

( ) ( )

69. The initial consonant sound is like the z of azure. It is not like an English j.

( ) ( )X ( )X ( )X

70. The vowel of the final syllable is like the e of bet, not the ay of bay.

( ) ( )X ( )X ( )X

71. Now repeat the whole name.

( )x ( )x ( )x

72. Here is the way you say 'with Joe'.

( ) ( )x ( )x ( )x

73. Now, try 'is dancing with Joe'.

( ) ( )x ( )x ( )x

74. Here again is 'the one who'.

( )x ( )x

75. Now, finally, try the whole sentence: 'The one who is dancing with Joe'.

( ) ( )x ( )x ( )x

You may proceed now with the Pronunciation step. It will take the sentences in order and allow you to practice anew many of the points just covered.

After completing the Pronunciation step, do the next step, Fluency. Replay this part several times until you feel completely relaxed with all the sentences.

The final step, as before, is Participation. In Part A, your instructor's voice will begin. In Part B, you are to begin.

For your convenience, we print the English version of the dialog again below. The Portuguese version can be found on the last page of this unit.

(12) At the Party

(13) A. Do you know that girl, Paul?
(14) B. Which one?
(15) A. The one who is dancing with Joe.
(16) B. Yes, I know her.
(17) B. She's Mr. Silva's daughter.

GRAMMATICAL OBSERVATIONS AND PRACTICE

English and Portuguese do not always line up parallel to each other. You have already seen evidence of this. While presenting the dialog for this unit, we pointed out that when a Portuguese speaker answers a question in the affirmative, he much prefers to put the word for 'yes' after the rest of his answer rather than before it. Thus he says 'I know her, yes' rather than 'Yes, I know her'. In like manner he will respond to the questions 'Are you happy?' and 'Do you want to go?' by saying 'I am, yes' and 'I want to, yes'. Whereas this position of the word 'yes' is not uncommon in English, we are much more likely to start with 'yes' and then add the rest of the information.

We have also pointed out that in the utterance 'I know her' as it appears in the dialog the Portuguese speaker feels no need to use a word for 'her'. The context makes it clear to all concerned that a 'her' is being talked about, and when that is the case, the language permits the speaker to omit the word for 'her'.

In English, when we ask 'yes-no' questions (those that require a 'yes' or 'no' answer) we usually find ourselves using an auxiliary verb. The verb do and its past tense form did are probably the most common auxiliaries. Thus we will ask 'Do you eat a lot?' and 'Did you eat a lot?'. The example from the dialog is 'Do you know that girl?'. Along with the do or did, we must also add the appropriate question intonation, of course. But Portuguese relies on question intonation alone. It has no word which equates with do or did.

We surface these small but significant differences in the structures of the two languages for the purpose of illustrating a well-known but frequently overlooked fact: No language is a mirror image of another. Two languages differ from one another not only because they use different words, but also because they put these words together in different ways. You cannot expect that Portuguese will always arrange itself in patterns that are parallel to English. A good language student will recognize and accept this bit of reality early in the game.

Part I

These practices are recorded on tape in Portuguese. Repeat each complete utterance as you follow along visually with the English equivalents below.

Practice 1. (Recorded)

1. Do you know...?
2. Do you know that girl?
3. Do you know Paul?
4. Do you know José?
5. Do you know the daughter?
6. Do you know the daughter of José (José's daughter)?

Practice 2. (Recorded)

1. She's the daughter of Mr. Silva (Mr. Silva's daughter).
2. She's the daughter of José (José's daughter).
3. She's the daughter of Paul (Paul's daughter).
4. She's the daughter of Santos (Santos' daughter).

Practice 3. (Recorded)

1. Yes, I know her.
2. Yes, I know her. She's José's daughter.
3. Yes, I know her. She's Paul's daughter.
4. Yes, I know her. She's Santos' daughter.

Practice 4. (Recorded)

1. is dancing
2. The girl is dancing.
3. The girl is dancing with Joe.
4. The girl who is dancing with Joe.
5. The one who is dancing.
6. The one who is dancing with Joe.

---

7. She is....
8. She is the girl...
9. She is the girl who is dancing with Joe.
10. She is the one who is dancing with Joe.

---

11. Do you know...?
12. Do you know the girl who is dancing with Joe?
13. Do you know the one who is dancing with Joe?

Practice 5. (Recorded)

1. She is with Joe.
2. The girl is with Joe.
3. The girl who is with Joe...
4. The one who is with Joe...
5. The one who is with Joe is Mr. Silva's daughter.
6. That girl...
7. That girl who is with Joe is Mr. Silva's daughter.

Review

Now, look again at the English sentences of the five practices given above, and say the Portuguese equivalents aloud. If in doubt, check the tape again.

Part II. BRIEF EXCHANGES (Recorded)

We have recorded on tape several brief, 2 and 3 line question-and-answer exchanges utilizing the Portuguese that you have been exposed to thus far.

Instructions:

Step 1. Listen to these exchanges and satisfy yourself that you understand them. The English translations are provided below for confirmation, but you should not look at them until after you have listened to the Portuguese. To do so would be to destroy the comprehension value of this exercise.

Step 2. When step 1 is completed, look at the English translations below and practice putting them back into Portuguese. Later, your classroom instructor will want to verify these with you. You can check on yourself by listening to the tape again.

I. Q. When is the party?
A. The party is today, at 5:00.

II. Q. Where is Paul?
A. Paul is at the party.

III. Q. Where is Joe?
A. Joe is dancing with Mr. Silva's daughter.

IV. Q. Where is Mr. Silva's daughter?
A. She's at the party.
A. She's dancing with Joe.

V. Q. Which one?
A. That girl. The one who is dancing with Joe.

VI. Q. Which one?
A. That girl. The one who is with Paul.

VII. Q. Do you know Paul?
A. Yes, I do.

VIII. Q. Where is Paul?
A. Paul is at home with Joe.

IX. Q. Do you know Mr. Silva's daughter?
A. Yes, I do.
A. She's the one who is dancing with Joe.

UNIT 5

Dialog Review. Listen to this review of the past two dialogs. Repeat everything you hear.

Pronunciation Review.

1. Which is the right way to say 'yes' in Portuguese?

(1) (2)   (1) (2)

(1)

2. Which of these two items is correct?

(1) (2)   (1) (2)

(2)

3. Which of these two is correct?

(1) (2)   (1) (2)

(1)

4. Which is the right one?

(1) (2)   (1) (2)

(2)

5. Say these words where indicated. All have nasal vowels.

a. ( ) ( )X ( )X
b. ( ) ( )X ( )X
c. ( ) ( )X ( )X
d. ( ) ( )X ( )X

6. Now let us pass on to something else. Here are several more words you have already learned. Some have nasal vowels, most do not. Repeat as indicated.

a. ( )X ( )X
b. ( )X ( )X
c. ( )X ( )X
d. ( )X ( )X
e. ( )X ( )X
f. ( )X ( )X
g. ( )X ( )X

(12) NA FESTA

(13) A. Você conhece essa môça, Paulo?
(14) B. Qual delas?
(15) A. A que está dançando com José.
(16) B. Conheço sim.
(17) B. Ela é a filha do Senhor Silva.

7. All of the words in the previous frame have at least one thing in common. They all have two syllables, and in each case the first syllable is accented, i.e. stressed, louder than the last.

8. Here are several more familiar words in which once again the first syllable is accented, or stressed, louder than the last. Repeat as indicated.

h. ( )x ( )x
i. ( )x ( )x
j. ( )x ( )x
k. ( )x ( )x
l. ( )x ( )x
m. ( )x ( )x

9. Several other two-syllable words that you have learned have the stronger stress on the last syllable instead of the first. Review them here and repeat as indicated. Concentrate on the last syllable.

a. ( )x ( )x
b. ( )x ( )x
c. ( )x ( )x
d. ( )x ( )x
e. ( )x ( )x

10. This latter stress pattern is not quite so common as the first, as the size of the list perhaps indicates. There are other stress patterns, of course, involving words of more than two syllables, but we will consider them later.

NEW MATERIAL

Here is the English version of the dialog for this unit. The dialog continues at precisely the point where the previous one left off. Speaker B, you will remember, has just said, 'She's Mr. Silva's daughter'. Speaker A continues the conversation.

(18) A. Really? What's her name?

(19) B. Her name is Y________.

(20) A. But, isn't she married?

(21) B. No, Y______ is single.

(22) The married one is M_______.

(23) A. Of course. M_______ is the older one.

Line 18: 'Really? What's her name?

11. The Portuguese phrase which we have translated as 'Really?' is literally the exclamation and question 'Ah, yes?'. Listen to it now, and repeat.

( ) ( )x ( )x

12. To ask the question 'What's her name?', the Portuguese speaker literally says 'How does she call herself?'. Here is the way you say 'calls'.

( ) ( )x ( )x ( )x

13. And here is the way you say 'calls herself'.

( ) ( )x ( )x ( )x

14. Here is the word for 'How?'.

( ) ( )x ( )x ( )x

15. By joining these elements together and adding the right intonation, we produce the question 'How does she call herself?', or 'What's her name?'.

( ) ( )x ( )x

16. Remember that there is no word which is the equivalent of the English auxiliary verb 'does'. Also notice that the word for 'she' is omitted in this sentence.

( ) ( )x ( )x

17. So, the whole of line 18 is as follows:

( ) ( )x ( )x ( )x

Line 19: 'Her name is Y__________.'

18. In line 18 above we learned to say 'calls herself' as follows:

( )X ( )X

19. When this expression 'calls herself' is at the very beginning of an utterance, the speaker usually reverses the order of its elements, like this:

( ) ( )X ( )X

20. Here is the contrast. Item a is 'calls herself' as it appears in line 18, at the end of the utterance. Item b is 'calls herself' as it appears in line 19, at the very beginning of the utterance.

a. ( )X ( )X

b. ( )X ( )X

21. In order to condition you to say correctly the name 'Y______' in line 19, the following sequence has been prepared. First, just listen.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )

22. Now, listen and mimic as accurately as you can.

1. ( ) ( )X ( )X
2. ( ) ( )X ( )X
3. ( ) ( )X ( )X

23. The last item above, No. 3, is the name 'Y_______'. Repeat. If you feel it necessary, re-do frames 21 and 22.

( )X ( )X ( )X

24. Now, here is line 19 in its entirety.

( ) ( )X ( )X ( )X

Line 20: 'But, isn't she married?'

25. To do this line you need to know the Portuguese word for 'no' or 'not' (in Portuguese one word serves for both). First, listen to this contrast between the English and the Portuguese words for 'no'.

(E) (P) (E) (P)

26. Here is the Portuguese word. Just listen.

( ) ( ) ( )

27. Is this word Portuguese or English?

( ) ( )

(English)

28. How about this one?

( ) ( )

(Portuguese)

29. Which one is Portuguese, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

30. Now let's pronounce it. First, pronounce an n followed by a nasalized uh sound. Be sure the uh is nasal. Mimic carefully.

n + uh: ( ) ( )x ( )x ( )x

31. Now, round your lips as you complete the nasalized uh sound, as if you were starting to pronounce a w.

( ) ( )x ( )x ( )x

32. If you did as we intended, what you just said in the last frame should have been the Portuguese word for 'no' or 'not', or something very close to it. Here it is again.

( )x ( )x ( )x

33. Let us proceed now with the rest of the line. Here is the word 'married'.

( ) ( )x ( )x ( )x.

34. Here is the phrase 'is married'.

( ) ( )x ( )x ( )x

35. Now, let us put the word for 'no' and 'not' in front of that phrase in order to negate it, i.e., in order to say 'is not married'.

( ) ( )x ( )x

36. Notice that literally you are saying 'not is married'. The 'not' precedes the verb.

( )x ( )x ( )x

37. Do you remember the word for 'she'? Repeat.

( )x ( )x

38. Now, add that word 'she' to what you have been practicing and make the statement 'She is not married.'

( ) ( )x ( )x ( )x

39. By changing only the intonation you can make that statement into a question: 'Isn't she married?'

( ) ( )x ( )x ( )x

40. Here is the word for 'but'.

( ) ( )x ( )x ( )x

41. So, the completed line 20, 'But, isn't she married?', is as follows:

( ) ( )x ( )x ( )x

Line 21: 'No, Y______ is single'

42. First, listen to this sequence of items.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )

43. Now, listen and repeat.

1. ( ) ( )x ( )x ( )x
2. ( ) ( )x ( )x ( )x
3. ( ) ( )x ( )x ( )x
4. ( ) ( )x ( )x ( )x
5. ( ) ( )x ( )x ( )x

44. Item 5 was the word for 'single'. Here is the phrase 'is single'.

( ) ( )x ( )x ( )x

45. And here is the sentence 'Y______ is single'.

( ) ( )x ( )x ( )x

46. But we must first add the word for 'no' in order to make line 21 complete: 'No, Y______ is single'.

( ) ( )x ( )x ( )x

Line 22: 'The married one is M________.'

47. In order to say the name 'M________' correctly, you need to go through the following sequence. First, listen to this item, which we will call item (a).

(a) (a) (a)

48. Now, we will remove the stress from the first syllable and put it on the second. The result is item (b). Just listen.

(b) (b) (b)

49. Here are items (a) and (b) together. Listen and compare the two, then repeat aloud where indicated.

(a) (b) (a) (b) (a)X (b)X (a)X (b)X (a)X (b)X

50. Now repeat just item (b).

(b)X (b)X (b)X

51. At this point we add something. Just listen.

( ) ( ) ( ) ( )

52. That was the name 'M________'. Listen again and repeat.

( ) ( )X ( )X ( )X

53. In Portuguese, when speaking about someone by name, it is common practice to put the definite article (the word for 'the') before the name. This is done in line 22. Listen and repeat.

( ) ( )X ( )X ( )X

54. You already know how to say 'married'.

( )X ( )X

55. By putting the definite article ('the') before the word 'married' you can say 'the married (one)'.

( ) ( )X ( )X ( )X

56. Here again is the verb 'is'.

( )X ( )X

57. So, we can begin the line by saying: 'the married one is...'.

( )X ( )X ( )X

58. And, finally, let us complete the line: 'The married one is (the) M________.'

( ) ( )X ( )X ( )X

Line 23: 'Of course. M______ is the older one.'

59. Listen to the items in this sequence. Do not repeat yet.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )

60. Here is the same sequence. Listen and repeat.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x

61. Item (4) above is the Portuguese word meaning 'of course'. Repeat again.

( )x ( )x ( )x

62. In Portuguese, one expresses the notion of 'older' by saying 'more old'. Before we do that, however, let us recall the word for 'daughter'.

daughter: ( )x ( )x ( )x

63. The consonant sound in the middle of the word for 'daughter' is similar to the lli of William. The same consonant sound appears in the middle of the word for 'old'. Just listen.

daughter: ( ) ( )
old: ( ) ( )

64. Now, repeat.

daughter: ( ) ( )x ( )x
old: ( ) ( )x ( )x

65. You already know the word for 'more'.

( )x ( )x

66. Thus you are now able to say 'more old', or 'older'.

( ) ( )x ( )x ( )x

67. By putting the definite article ('the') before 'older' you can say 'the older (one)'.

( ) ( )x ( )x ( )x

68. So, now, we can form the sentence: 'M______ is the older one'.

( ) ( )x ( )x ( )x

69. Here again is the expression 'Of course'.

( )x ( )x

70. And here is the complete line: 'Of course. M_______ is the older one'.

( ) ( )x ( )x ( )x

This completes our programmed introduction to the dialog. Now, you should proceed to thoroughly memorize it by going through the Pronunciation, Fluency and Participation steps.

For your convenience, the English version of the dialog is reproduced below.

(18) A. Really? What's her name?
(19) B. Her name's Y______.
(20) A. But, isn't she married?
(21) B. No, Y_____ is single.
(22) The married one is M______.
(23) A. Of course. M______ is the older one.

GRAMMATICAL OBSERVATIONS AND PRACTICE

1. The Verb

The study of Portuguese is to a large extent the study of its *verb* system. You will soon be face to face with the realization that just about everything you want to say in Portuguese is centered around a verb. If you wish to speak Portuguese well, you must control the verb system. Accordingly, we are going to spend quite a bit of time studying and practicing verbs.

If verbs appear to be more complicated in Portuguese than in English, it is partly because they have so many more shapes, or forms. The shape of the Portuguese verb changes for various reasons, one of which is to indicate *who* is doing the action. The most common place for a verb to change its shape is its *ending*. You have already seen in the dialog of the last unit that the ending of the verb form for 'you know' is different from the ending of the verb form for 'I know'. Soon you will learn that there is another ending to indicate 'we know' and still another to indicate 'they know'. In other words, verb endings supply information about the identity of the actor. Since this is the case, Portuguese speakers *sometimes* find it unnecessary to use their words for 'I', 'we', 'he', 'she', 'they', and 'you'. Just exactly when they do and when they do not use these words is much too involved to be of concern to us right now. Our immediate interest is to acquaint you with verbs and their various shapes.

In the exercises that follow you will be taught to recognize some of the different shapes of the Portuguese verb. You will not be asked to repeat anything just yet, but you *will* be asked to identify some of the forms you hear. So pay close attention to what you are doing.

Practice 1. (Recorded)

Part A. Listen to the following pairs of verb forms. In each case, the first one you hear means 'we (do something)' and the second one means 'I (do something)'. We will call the former the *we-form*, and the latter the *I-form*.

	We (do something)	I (do something)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Part B. Now let's run a quick check. You will again hear a list of I-forms and We-forms, but this time they are not arranged neatly into pairs. Instead, they are given in random order. You are to identify which one is being said by placing an 'x' in the appropriate column. Each one is said twice.

	We (do something)	I (do something)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

2. The Neutral Form, or Infinitive.

In the exercises that you just completed you noticed that the Portuguese verb uses a special ending which corresponds to the actor 'we' and another which corresponds to the actor 'I'. In the next few units you will have an opportunity to observe other endings that correspond to other actors.

Let us turn our attention now to a form of the verb that expresses the action but not who is doing the action. We will call this form the neutral form. We dub it neutral because it does not tell us who is acting. Traditionally this form has been called the infinitive, and occasionally we will yield to the pressures of tradition and call it that too. Neutral forms are generally translatable into English as 'to + verb' (e.g. to go, to eat, to sleep, to investigate, and the like.) In English, too, they tell us what, but not who.

Practice 2. (Recorded)

Part A. In the following exercise listen to the difference between the 'we-form' and the 'neutral form' of several verbs.

	We (do something)	Idea of (doing something)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Part B. In this exercise you will hear the 'we-form' and the 'neutral form' given in random order. You are to identify which one is being said by placing an 'x' in the appropriate column.

	We (do something)	Idea of (doing something)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Note: We will continue our observation of verb forms in the next unit. Let us turn now to some exercises which will permit you to expand a bit upon the dialog materials you have already learned.

VARIATIONS

Part 1. (Recorded)

Follow along visually with the English below as you listen to the tape and repeat these utterances aloud in Portuguese.

Practice 1.

1. is
2. is married
3. She is married.
4. M______ is married.
5. M________ is the married one.

Practice 2.

1. is
2. is not
3. is not married
4. She is not married.
5. Y________ is not married.
6. Y________ is not the married one.

Practice 3.

1. is single
2. She is single.
3. Y______ is single.
4. Y______ is the single one.
5. M______ is not single.
6. M_______ is not the single one.

Practice 4.

1. She is the daughter.
2. She is the girl.
3. She is the married one.
4. She is the single one.
5. She is the older one.

Practice 5.

1. She is married.
2. Is she married?

------

3. She is not married.
4. Isn't she married?

Practice 6.

1. Y______ is single.
2. Is Y______ single?

----

3. M________ is not single.
4. Isn't M_________ single?

Practice 7.

1. M________ is the older one.
2. Is M________ the older one?

----

3. Y_________ is not the older one.
4. Isn't Y___________ the older one?

Practice 8.

1. She is the daughter.
2. Is she the daughter?

----

3. She is not the daughter.
4. Isn't she the daughter?

Practice 9.

1. What's her name?
2. Her name is M__________.

----

3. What's his name?
4. His name is Paul.

Part II.

Take the English sentences (the complete ones only) of the nine practices you just worked on in Part I and put them into Portuguese. You should replay Part I to confirm your responses if you are in doubt about them.

Part III. Comprehension (Recorded)

Instructions: Listen to the sentences that are recorded on the tape. Jot down the number of any that are not clear to you and report them to your classroom teacher. He or she will help you to understand them. The sentences are arranged in groups.

Part IV. Brief Exchanges

Listen to these brief, 2 and 3 line exchanges which have been recorded on tape. Follow along with the English copy below.

1. A. Do you know that girl?
B. Yes, I do. Her name is Y______.

2. A. But isn't she married?
B. No, she's single.

3. A. Do you know Mr. Silva's daughter?
B. Of course. Her name is Y______.

4. A. M______ is the married one.
B. And Y______ is the single one.

5. A. Good morning, S______. Where is Paul?
B. He's at home.

6. A. S______ is at the party.
B. And Paul is at home, with M______.

7. A. Do you know M______.
B. Yes, I do. She's Mr. Silva's daughter.

8. A. Is M______ single?
B. No. M______ is married.

9. A. Is Y____ the married one?
B. No. The married one is M______.

10. A. Do you know Y______?
B. The married one?
A. No, the single one.

11. A. What's her name?
B. Her name is M______.

12. A. What's his name?*
    B. His name is Paul.

13. A. Which of them is the married one? M_________?
    B. Of course. M_________ is the married one.

14. A. Which of them is the single one? Y_________?
    B. Of course. Y_________ is the single one.

15. A. Which of them is dancing with Joe? Y_________?
    B Of course. M_________ is at home.

16. A. Is that girl single?
    B. That's right. She's Mr. Silva's daughter.

17. A. Do you know M_________?
    B. The older one?
    A. That's right. The older one.

18. A. Ah, yes?! Which one?
    B. M________. The one who is dancing with Paul.

Now, be sure that you can put the above exchanges into Portuguese. Your instructor will want to practice these with you. Check with the tape to confirm your performance.

---

*Notice that the Portuguese expression is the same for Number 12 as for Number 11.

DIALOG

(18) **A.** Ah, sim? Como se chama?
(19) **B.** Chama-se Yara.
(20) **A.** Mas ela não é casada?
(21) **B.** Não, Yara é solteira.
(22) A casada é a Maria.
(23) **A.** Claro, a Maria é mais velha.

UNIT 6

Dialog Review. Repeat everything you hear on the tape.

New Dialog.

Below you will find the English version of the dialog for this unit. The enumeration continues in the parentheses to the left of each line. Familiarize yourself with the general content, then proceed with the programmed preparation.

(24) A. Do you plan to stay here?
(25) B. Yes, I plan to.
(26) But only until ten o'clock.
(27) Why?
(28) A. Because I don't have a car,
(29) and I want to leave early.
(30) B. If you wish, you can come with me.
(31) A. May I?
(32) B. Sure! We can leave together.
(33) A. Thanks.

Preparation:

1. Thus far you have learned several words containing the vowel sound which is similar to the 'e' of English 'Fess'. Review these words below, repeating as indicated.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x
d. ( ) ( )x ( )x
e. ( ) ( )x ( )x

2. Also, you have learned several words containing a vowel sound which to many students sounds very similar to the 'e' of 'Fess' or 'festa'. However, this vowel sound is quite different. It is something like the '-ey' of English 'they', but instead of being drawn out or glided, as it is in English, it is clipped rather short. Review it in these examples, repeating where indicated.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x

3. Admittedly, the difference between these two Portuguese vowel sounds is not always easy to hear. Perhaps you can best hear it by directly comparing the following two words, both of which you already know. Word No. 1 has a final vowel like the 'e' of 'Fess', and word No. 2 has a final vowel somewhat like the 'ey' of 'they' clipped short. Just listen this time.

(1) (2) (1) (2) (1) (2)

4. Now repeat, maintaining the difference as accurately as you can.

(1) (2) (1)x (2)x (1)x (2)x (1)x (2)x

5. As slight as this difference may seem to you, it is one which you should do your best to master. Later on in another unit you will see how it is often possible to distinguish between two words with very different meanings solely by observing the contrast between these two vowel sounds.

6. Here is an item from line 26 of the dialog for this unit. It is the word for 'until'.

( ) ( ) ( )

7. The final vowel of this word should sound to you like the 'e' of 'Fess'. Does it?

( ) ( ) ( )

8. Now, repeat.

( )x ( )x ( )x

9. Here is another item from line 26. It is the way you say 'ten o'clock'. Just listen.

( ) ( ) ( )

10. The final vowel of this item should also sound to you like the 'e' of 'Fess'. Does it?

( ) ( ) ( )

11. Now, repeat.

( )x ( )x ( )x

12. If we put these two items together, we can say 'until ten o'clock', which is part of line 26. So, let's say it, slowly at first, then at normal speed.

Slowly: ( )x ( )x ( )x
Normal: ( )x ( )x ( )x

13. Here is a new vowel sound. It is not nasal. Just listen.

( ) ( ) ( )

14. Here is the same new vowel sound in a word. Just listen.

( ) ( ) ( )

15. Here it is in another word.

( ) ( ) ( )

16. And here it is in still another word.

( ) ( ) ( )

17. The word you just heard in frame 16 is the way you say 'I can' or 'Can I?' (line 31). Listen to it again and repeat.

( )x ( )x ( )x

18. This vowel that we are working with in these frames is very similar to the vowel sound many of us English speakers have in the word 'paws', as in 'cat's paws'. Say the English word 'paws' aloud and check for yourself.

19. Now, let's go back to the Portuguese word which means 'I can'.

( )x ( )x ( )x

20. Here is the Portuguese word you heard earlier in frame 14. Listen and repeat.

( )x ( )x ( )x

21. This was the word 'only' (line 26). Say it again.

( )x ( )x ( )x

22. Now let's combine 'only' with 'until' (line 26). We'll do it slowly at first, then at normal speed.

Slowly: ( )x ( )x ( )x
Normal: ( )x ( )x ( )x

23. Now let's say 'only until ten o'clock' (line 26). First slowly, then at normal speed.

Slowly: ( )x ( )x ( )x
Normal: ( )x ( )x ( )x

24. Notice that line 26 says 'but only until ten o'clock'. So we must add the word 'but'.

Slowly: ( )x ( )x ( )x
Normal: ( )x ( )x ( )x

25. In order to say line 25 correctly it will be helpful for you to go through the following sequence, repeating where indicated.

a. ( ) ( ) ( )x ( )x
b. ( ) ( ) ( )x ( )x
c. ( ) ( ) ( )x ( )x
d. ( ) ( ) ( )x ( )x
e. ( ) ( ) ( )x ( )x

26. That last item was the verb form that is used in the phrase 'I plan to' (line 25). Try it again.

( )x ( )x

27. Now here is the verb form that is used in the phrase 'you plan to' (line 24). Just listen.

( ) ( )

28. Here is another way of pronouncing this same verb form. Just listen.

( ) ( )

29. Go back for a moment and recall that there are two common pronunciations of the word 'day'.

a. ( )x ( )x
b. ( )x ( )x

30. Recall also that there are two common pronunciations of the word 'where'.

a. ( )x ( )x
b. ( )x ( )x

31. The verb form for 'you plan to' also has two common pronunciations.

a. ( )x ( )x
b. ( )x ( )x

32. For the moment we will choose the first pronunciation. Let's precede it with the word 'you'.

( )x ( )x ( )x

33. To complete line 24, first repeat this sequence.

a. ( )x ( )x ( )x
b. ( )x ( )x ( )x
c. ( )x ( )x ( )x

34. Item (c.) was 'to stay here'. It consists of two words which we have deliberately allowed to remain 'run together' exactly as you will find them in normal speech. In a few minutes you will learn where to separate them, but right now our concern is that you focus on pronouncing them correctly as a unit.

( )x ( )x ( )x

35. Now you can put all this together and ask the question 'Do you plan to stay here?' (line 24). Copy the intonation exactly as you hear it.

( ) ( )x ( )x ( )x

36. Lines 27, 28, 29 and 30 all have in them at least one example of a consonant sound which you may not have heard yet. Listen to this consonant sound in the middle of these items. Do not repeat.

a. ( ) ( )
b. ( ) ( )
c. ( ) ( )
d. ( ) ( )
e. ( ) ( )

37. This consonant sound probably sounds to you like a slightly harsh, somewhat rasping 'h'-type sound. However, the friction that you hear must be produced farther back in the throat than the friction you hear in the English 'h'. Listen carefully, then try repeating these items.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x
d. ( ) ( )x ( )x
e. ( ) ( )x ( )x
f. ( ) ( )x ( )x

38. The last item you pronounced was the word 'car' of line 28. Repeat it again.

( )x ( )x ( )x

39. When we examine the Portuguese of line 28 we find that the Portuguese speaker is saying 'I am without a car'. Therefore you will need to express the thought 'without a car'. Here is the word for 'without'. (It rhymes with the word for 'well').

( ) ( )x ( )x ( )x

40. Now here is 'without a car'.

( ) ( )x ( )x ( )x

41. Now listen to the word for 'I', but do not repeat it yet.

( ) ( ) ( )

42. The word for 'I' is a combination of two vowel sounds. Here is the first one. Repeat.

( )x ( )x

43. And here is the second one. Repeat.

( )x ( )x

44. Now, glide them together into one word.

Slowly: ( )x ( )x ( )x
Normal: ( )x ( )x ( )x

45. That was the word for 'I'. Try it again.

( )x ( )x ( )x

46. Here is the word for 'am' in line 28.

( ) ( ) ( )x ( )x ( )x

47. Let us put 'I' in front of that word so that we can say 'I am', the way it appears in line 28.

Slowly: ( )x ( )x
Normal: ( )x ( )x

48. So, now we can say 'I am without a car' (I don't have a car).

( )x ( )x ( )x

49. The same 'h'-type sound that you hear in the middle of the word for 'car' can also occur at the end of a word. Here are some examples of words where you will notice this sound at the end. Listen and repeat.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x
d. ( ) ( )x ( )x
e. ( ) ( )x ( )x
f. ( ) ( )x ( )x

50. Repeat this example again.

( )x ( )x ( )x

51. Now here is the same example with another syllable added to it.

( ) ( )x ( )x ( )x

52. With the proper intonation this last item is the word 'why?' (line 27).

( )x ( )x

53. And, with a different intonation, it is the word 'because' (line 28).

( )x ( )x

54. So, now you can give line 27: 'Why?'

( )x ( )x ( )x

55. And you can also complete line 28: 'Because I am without a car'.

Slowly: ( )x ( )x ( )x
Normal: ( )x ( )x ( )x

56. Here is one more of the above-mentioned examples of words that end in the 'h'-type sound.

( )x ( )x

57. That last item was the neutral form corresponding to the idea of 'leaving'. Repeat again.

( )x ( )x

58. Here is a new word. This one means 'early'.

( ) ( )x ( )x

59. Put the last two items together and you will express the idea of 'leaving early' (line 29). Listen first, then repeat.

( ) ( )x ( )x ( )x

60. In order to pronounce easily and properly the verb form 'I want' you should go through this brief preparatory exercise. The first item you hear will sound similar to the English word 'Eddy'. Listen and repeat.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x

61. Go through that sequence again, a little faster this time.

a. ( )x ( )x
b. ( )x ( )x
c. ( )x ( )x

62. The last item (item c.) was the verb form 'I want'. Repeat it again.

( )x ( )x ( )x

63. Now we can combine 'I want' with the neutral form expressing the idea of 'leaving'. The resulting combination means simply 'I want to leave'.

( ) ( )x ( )x ( )x

64. Now we'll add the word 'early', as we have already done.

( ) ( )x ( )x ( )x

65. By preceding all of this with the word 'and' we have the completed line 29, 'and I want to leave early'.

( ) ( )x ( )x ( )x

66. Here is another example of a word ending in the 'h'-type sound. Listen and repeat.

( ) ( )x ( )x

67. This was the neutral form which expresses the idea of 'coming'.

( )x ( )x ( )x

68. Now here is the way you say 'with me'.

( ) ( )x ( )x ( )x

69. With this much information you can say the last few words of line 30: '.....come with me'.

( ) ( )x ( )x ( )x

70. Now listen to the verb form which means 'you can'.

( ) ( ) ( )

71. Did you notice that this word contains the vowel sound which is similar to the vowel sound in the English word 'paws'? Here is the word again. Listen to it, pay close attention to the first vowel sound, and repeat.

( )x ( )x ( )x

72. The word can also be pronounced this way.

( )x ( )x ( )x

73. Here are the two pronunciations of this word side by side.

(1)x (2)x (1)x (2)x

74. As before, we will choose the first one.

( )x ( )x

75. So, here is the combination 'you can come'.

( )x ( )x ( )x

76. And here is the latter part of line 30: 'You can come with me'.

( )x ( )x ( )x

77. Now we need to work on the first part of this same line 30: 'If you wish...' To start with, here is the form for 'wish'. Notice that it too ends in the 'h'-type sound we have been pointing out on those pages.

( ) ( )x ( )x ( )x

78. Now here is 'you wish'.

( ) ( )x ( )x ( )x

79. And here is the small but important word 'if'.

( ) ( )x ( )x

80. Put these all together and you have 'If you wish.....'

( ) ( )x ( )x ( )x

81. Here again is the second part of line 30: 'you can come with me'.

( )x ( )x

82. And here is line 30 complete: 'If you wish, you can come with me'.

( ) ( )x ( )x ( )x

83. Now on to line 32. First, here is the verb form meaning 'we can'.

( ) ( )x ( )x

84. Next, recall the neutral form for the verb which expresses the idea of 'leaving'.

( )x ( )x

85. Here is 'we can leave'.

( ) ( )x ( )x

86. Here is the word 'together'.

( ) ( )x ( )x

87. Join all of the above and you have 'We can leave together'.

( ) ( )x ( )x

88. The whole of line 32 is 'Sure. We can leave together.'

( ) ( )x ( )x

89. The last line in the dialog is just one word: 'Thanks'. To pronounce this word correctly, go through the following sequence, repeating everything you hear.

(sequence)x

90. The last item was the word 'thanks'. Try it again.

( )x ( )x

Note on the dialog

The English and the Portuguese versions of the dialog are printed side by side in this unit and in the units that follow. Because of this change of format you now have easier and quite legitimate access to the printed word. You no longer have to surreptitiously turn the page upside down in order to see it.

Here are three suggestions relative to this new freedom and your approach to the dialog.

1. Do the Pronunciation step twice. The first time through you should try to keep your book closed and concentrate on what your ears tell you. The second time through you may want to open the book and satisfy your curiosity about how the words and phrases look in print.

2. You should do the Fluency step as many times as you need to in order to assure yourself that you can say the lines smoothly and easily without looking at the printed Portuguese. Your goal is to feel reasonably comfortable with the lines. Check the English column from time to time to be sure you know what you are saying. If you have too much trouble with this step you need to re-do Step 1.

3. As you go through the Participation step you should keep the Portuguese column covered and, if necessary, use the English column to help cue you on which line comes next.

DIALOG

(Our practice will be to list all new vocabulary items just above the sentences they appear in.)

	Portuguese	English
	Paulo	
	ficar	to stay (neutral form)
	pretende	you plan, you intend
	aqui	here
(24)	Você pretende ficar aqui?	Do you plan to stay here?
	Roberto	
	pretendo	plan, intend (I-form)
(25)	Pretendo.	Yes, I plan to.
	só	only
	até	until
	as dez	ten o'clock
(26)	Mas só até as dez.	But only until ten o'clock.
	por quê	why?
(27)	Por quê?	Why?
	Paulo	
	porque	because
	eu	I
	estou	I am
	carro	car
	sem	without
	sem carro	without a car
(28)	Porque eu estou sem carro,	Because I don't have a car,
	quero	want (I-form)
	sair	to leave (neutral form)
	cedo	early
(29)	e quero sair cedo.	and I want to leave early.

Roberto

se	if
quiser	you wish (special form)
pode	you can
vir	to come (neutral form)
comigo	with me
(30) Se você quiser, você pode vir comigo.	If you wish, you can come with me.

Paulo

posso	may, can (I-form)
(31) Posso?	May I?

Roberto

podemos	may, can (we-form)
juntos	together
(32) Claro! Podemos sair juntos.	Sure! We can leave together.

Paulo

(33) Obrigado!	Thanks!

GRAMMATICAL OBSERVATIONS AND PRACTICE

Part I. More on the neutral form

In the last unit you heard several examples of the neutral form of several verbs. To refresh your memory you should listen to some of them again. Turn on the tape, listen to the following review exercise, and at the same time observe how these words appear in print.

Practice 1. (Recorded)

1. vender
2. dever
3. pretender
4. comer
5. descer
6. aprender
7. escolher
8. conhecer
9. beber
10. escrever

Practice 2. (Recorded)

Now here are a few more neutral forms, but these are a bit different from the ones you have just listened to. The first one you will hear appeared in the dialog you just learned. The others are new. Just listen.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

Practice 3. (Recorded)

Now listen again, and this time observe how they appear in print.

1. ficar
2. estudar
3. preparar
4. indicar
5. praticar
6. informar
7. mandar
8. falar
9. visitar
10. passar

You have almost certainly noticed two things: 1) These two types of neutral forms have the same kind of 'r' sound at the end, the kind that sounds a little bit like the English 'h' and 2) these two types differ in that they do not have the same vowel sound immediately before the 'r' sound. You can compare these vowel sounds more directly in the following exercise in which you will hear examples of both types side by side. Just listen.

Practice 4. (Recorded)

	-er	-ar
1.	______	________
2.	______	________
3.	______	________
4.	______	________
5.	______	________
6.	______	________

Now look while listening:

7.	vender	mandar
8.	dever	falar
9.	escrever	estudar
10.	pretender	preparar
11.	escolher	estudar
12.	aprender	praticar

Practice 5. (Recorded)

Now here are still more neutral forms. These are of a third type. Again, these are distinguished from the other types by the final vowel sound, i.e., the vowel immediately preceding the 'r'. The first two examples are from the dialog. The others are new. Just listen.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

Practice 6. (Recorded)

Listen again, and at the same time observe how they appear in print.

1. sair
2. vir
3. partir
4. dormir
5. fugir
6. subir
7. abrir
8. pedir
9. vestir
10. repetir

Practice 7. (Recorded)

In the next exercise you can compare this third type with the other two types. Pay particular attention to the final vowel sounds. First, just listen.

	-er	-ar	-ir
1.			
2.			
3.			
4.			

Now look while listening:

5.	descer	deitar	dormir
6.	vender	velar	vestir
7.	poder	passar	partir
8.	saber	sanar	sair

Practice 8. (Recorded)

Now, finally, let's run a quick check. Listen to the following neutral forms presented on tape and determine whether they are of the er, ar, or ir type. Mark an 'x' in the appropriate column.

	-er	-ar	-ir
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Part II. Verb Combinations

The neutral forms that we have been discussing usually do not occur alone. They regularly occur in combination with other verbs. These other verbs precede the neutral form, and they have the special shape that corresponds to the person doing the acting.

In the dialog of this unit you learned one such combination: Quero sair. It consists of the neutral form sair preceded by the notion of 'wanting' given in the special shape 'I want' (Quero).

You also learned the combination pretende ficar. This is analyzable as the neutral form ficar preceded by the notion of 'planning' given in the special shape 'you plan' (pretende).

English abounds in similar combinations. Compare these random samples:

I want to retire.
She wants to work.
I plan to go.
They plan to participate.
He has to study.
We need to know.
They refuse to help.

Now let's look again at the two Portuguese samples:

Quero sair. 'I want to leave.'
Pretende ficar. 'You plan to stay.'

If we take Quero from the first sentence and combine it with ficar from the second we form the sentence:

Quero ficar. 'I want to stay.'

Likewise we can combine Pretende with sair to form the sentence:

Pretende sair. 'You plan to leave.'

You have learned from the dialog that posso means 'I may (can, am able to)', and that pretendo means 'I plan'. Thus you are able to form such combinations as:

Posso ficar. 'I can stay.'
Pretendo sair. 'I plan to leave.'

Practice 9. (Recorded)

In the exercise that follows you will hear, on the tape, several of these combinations in English, followed immediately by the Portuguese equivalent. For the moment, just listen, and follow along in this book.

1.	I want to leave.	quero sair
2.	I want to stay.	quero ficar
3.	I can (am able to) leave.	posso sair
4.	I can (am able to) stay.	posso ficar
5.	I plan to leave.	pretendo sair
6.	I plan to stay.	pretendo ficar
7.	I can stay.	posso ficar
8.	I plan to leave.	pretendo sair

9.	I want to leave.	quero sair
10.	I can leave.	posso sair
11.	I can stay.	posso ficar
12.	I want to leave.	quero sair

Practice 10. (Recorded)

Now we will go through the same exercise, but this time there will be a pause on the tape after each Portuguese utterance. You are to repeat the Portuguese phrase in that pause. Repeat this exercise until you can do it smoothly.

Practice 11. (Recorded)

In this exercise you are to identify the meaning of the sentences that you hear on the tape. Below you will find three English translations. Only one is correct. Circle the letter of the correct one.

1. a. I want to stay
   b. I can stay.
   c. I can leave.
2. a. I can stay.
   b. I plan to leave.
   c. I can leave.
3. a. I want to leave.
   b. I can leave.
   c. I want to stay.
4. a. I plan to leave.
   b. I plan to stay.
   c. I want to stay.
5. a. I plan to leave.
   b. I can leave.
   c. I want to leave.
6. a. I plan to leave.
   b. I plan to stay.
   c. I want to leave.
7. a. I plan to stay.
   b. I plan to leave.
   c. I want to stay.
8. a. I plan to leave.
   b. I want to stay.
   c. I want to leave.
9. a. I am able to leave.
   b. I plan to leave.
   c. I plan to stay.
10. a. I am able to leave.
    b. I plan to stay.
    c. I am able to stay.

Practice 12. (Recorded)

In this exercise you are to say the Portuguese equivalents of the following English phrases. After each number on the tape there is a pause which should be long enough for you to scan the English and then give the Portuguese. After the pause you will hear your instructor's confirmation.

1. I want to stay.
2. I plan to stay.
3. I plan to leave.
4. I want to stay.
5. I want to leave.
6. I can leave.
7. I can stay.
8. I want to stay.
9. I am able to leave.
10. I plan to stay.
11. I am able to stay.
12. I plan to leave.

COMPREHENSION (Recorded)

Listen to the following sentences. Write down the number of those that you do not understand immediately and let your instructor know which ones they are.

APPLICATIONS

Part I. How would you express the following brief exchanges in Portuguese? Be sure you can do these well, for your instructor will want to check you out on them. These are not recorded.

1. A. Yes, I know her. Her name is Yara.
   B. Is she married?
   A. No, Yara is single.

2. A. She's not married. She's the single one.
   B. Ah, yes. The married one is Maria.

3. A. Are you planning to stay?
   B. Yes, but only until five.

4. A. Are you planning to leave early?
   B. Yes. I want to leave at five.

5. A. Of course! I can leave at five.
   B. Can we leave together?

6. A. I don't have (am without) a car.
   B. You can come with me.

7. A. I plan to stay, but only until ten.
   B. Why?
   A. Because I want to leave with Yara.

8. A. Are you planning to leave with me?
   B. No. I want to leave with Maria.

9. A. May I stay until ten?
   B. Of course, if you want!
   A. Thanks.

10. A. Mary is the married one. Do you know her?*
    B. Yes, I do. She's Mr. Silva's daughter.

11. A. We can leave at five.
    B. But I want to stay until ten!

12. A. If you want, we can leave at five.
    B. Thanks. I want to leave early.

13. A. You can stay until ten.
    B. May I? Thanks.

---

*Do not translate 'her'.

14. A. May I leave with you, Paul?
B. Of course.
A. Thanks. I don't have my car.

15. A. I'm planning (pretendo) to leave with you, Paul.
B. But I (eu) am planning to stay here!

Part II. Prepare yourself to participate in these slightly longer exchanges. These are not recorded.

1. A. Hi! How's it going?
B. Fine! Where's Yara?
A. She's at the party.
B. At the party? The party is today?
A. Of course.

2. A. Do you know that girl, Paul?
B. Which one? Yara?
A. No. The one who is dancing with Jose.
B. Ah! Yes, I know her. Why?
A. I want to go out (leave) with her.

3. A. Good morning! How are you?
B. So-so, and you?
A. Fine...When can we leave?
B. Do you plan to leave with me?
A. Yes, I do, because I don't have my car today.
B. If you want, we can leave at five.

Note:

This Application section and some parts of the Application sections of the units that follow are not recorded. Additional experience with classes may indicate that it is advisable to have them on tape. If so, we will record them and they will appear on future editions of the tapes.

UNIT 7

Dialog Review. Repeat everything you hear on the tape.

PREPARATION

NOTE. In this programmed Preparation section, and in the Preparation section of the units to come, we will not present the dialog in the word-by-word and sentence-by-sentence format of the past three units. Instead, we will use this section to introduce you to certain important features of pronunciation and grammar which appear in, and are a part of, the dialog. You will find the dialog at the conclusion of the Preparation section, and you will be asked to work through the same three steps in order to memorize it.

1. Repeat this syllable, which is part of a word from the previous unit.
   ( ) ( )x ( )x

2. Now repeat the whole word.
   ( ) ( )x ( )x

3. Here is a syllable from another familiar word. Repeat as indicated.
   ( ) ( )x ( )x

4. Now repeat the whole word.
   ( ) ( )x ( )x

5. Each of the two previous syllables contains a group, or cluster, of consonant sounds which may be difficult for some English speakers to pronounce. These consonant clusters are:

the pr of the word pretendo, and
the br of the word obrigado

The potential trouble spot in these clusters is the 'r', which, as you have certainly observed, is not like our English 'r'. You can probably say the 'r' in these two clusters pretty well by this time. Just to be sure, practice the two syllables again.

pre ( )x ( )x
bri ( )x ( )x

6. You have also heard and repeated this 'r' sound where it is not part of a consonant cluster but where it comes between two vowels. Recall these familiar words:

Yara ( )x ( )x
claro ( )x ( )x
quero ( )x ( )x
Maria ( )x ( )x

7. We call this kind of 'r' the 'single-flap' r. Do not be alarmed at the term. It is merely a convenient label that means that your tongue makes a single, quick flap against the front of the roof of your mouth. It is the same quick flap that most English speakers have in words like 'Betty', 'auto', 'adding' and 'Eddy'. In English we write the sound with a t or a d (sometimes doubled), but it is the same sound! Our symbol for it will be the lower case, small letter r.

8. Here is an interesting practice for you. It involves the r sound.

A. Follow along with the following English words and phrases and pronounce them exactly as you hear them on the tape. Be extra careful to pronounce the underlined t's and d's the same way the voice on the tape says them, even though your own way may be somewhat different. Notice how the tongue makes a quick flap against the front of the roof of the mouth. That's what we are after here, the flap.

Betty	( )x	caddy	( )x	what a	( )x
auto	( )x	Patty	( )x	lot o'	( )x
Eddy	( )x	widow	( )x	gotta	( )x
Otto	( )x	witty	( )x	hadda*	( )x
setter	( )x	matter	( )x	shoulda**	( )x

B. Now, applying the very same flap, go back and do these Portuguese words again. Surprising, isn't it?

Yara	( )x	( )x
claro	( )x	( )x
quero	( )x	( )x
Maria	( )x	( )x

9. As we said, our symbol for this sound in Portuguese will be the small r. Here is a new word from the dialog of this unit where the r appears between vowels. Listen carefully and repeat.

( ) ( )x ( )x

* i.e., had to

** i.e., should have

10. Now, look at the word, and again repeat.

    agora ( )x ( )x ( )x

11. Here are some syllables that contain the r as part of a cluster. Each one will be said three times. The first time the speaker will say the syllable somewhat slower than usual: the next two times he will say it normally. Repeat what you hear every time.

    1. bri ( )x ( )x ( )x
    2. bre ( )x ( )x ( )x
    3. pri ( )x ( )x ( )x
    4. pre ( )x ( )x ( )x
    5. dro ( )x ( )x ( )x
    6. dru ( )x ( )x ( )x
    7. tra ( )x ( )x ( )x
    8. tre ( )x ( )x ( )x
    9. gro ( )x ( )x ( )x
    10. gri ( )x ( )x ( )x
    11. cro ( )x ( )x ( )x
    12. cri ( )x ( )x ( )x
    13. fra ( )x ( )x ( )x
    14. fre ( )x ( )x ( )x

12. Pay particular attention to the following two syllables. They will appear in the dialog.

    1. pro ( )x ( )x ( )x
    2. tra ( )x ( )x ( )x

13. You have also had several examples of the other kind of Portuguese 'r', the one that closely resembles a strong English h sound. Recall it in this word where it appears between vowels.

carro ( )x ( )x

14. Recall it also in these words, where it appears at the end of a syllable.

1. sair ( )x ( )x
2. ficar ( )x ( )x
3. quiser ( )x ( )x

15. We will adopt the symbol R to represent this other kind of 'r'. Here are some new words from this unit with R in them. Notice that the R is at the end of a syllable.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x
5. ( ) ( )x ( )x

16. In the next word, the R sound appears once again at the end of a syllable, but in this case it is in the middle of a word. First, repeat syllable number 1, then repeat syllable number 2, then put the two of them together.

a. (1) (1)x (1)x
b. (2) (2)x (2)x
c. (1+2) (1+2)x (1+2)x

17. Here is another way to pronounce this word, with a d sound in the second syllable.

( ) ( )x ( )x

18. Now, here is another two-syllable word which has the R sound at the end of the first syllable. We will examine the word by syllables as before.

a. (1) (1)x (1)x
b. (2) (2)x (2)x
c. (1+2) (1+2)x (1+2)x

19. Many native speakers of Portuguese will use a single-flap r instead of the R in words like the two we have just practiced, that is, at the end of a syllable within a word. Listen to the two words said both ways, first with the r and then with the R. You need not repeat.

1. (r) (R)
2. (r) (R)

Listen again.

1. (r) (R)
2. (r) (R)

20. You can safely adopt either pronunciation. For the moment, we suggest that you might want to continue with the R. Repeat.

1. (R)x (R)x
2. (R)x (R)x

21. Let us turn our attention now to another matter. Here is a familiar word, pronounced correctly.

( ) ( )

22. Here is the same word, pronounced incorrectly.

( ) ( )

23. Now listen to the right and wrong versions side by side.

(R) (W) (R) (W)

24. The 'wrong' one is wrong because the word is stressed on the wrong syllable. That is, it is wrong because the stress was put on the next to the last syllable, rather than on the last, where it belongs. We have a cliché for this kind of thing in English; we say that 'the em-PHAS-is is on the wrong syl-LAB-le'.

25. Many Portuguese words are stressed on the last syllable. Here are a few that you have had. Just listen.

a. ( ) ( )
b. ( ) ( )
c. ( ) ( )
d. ( ) ( )
e. ( ) ( )
f. ( ) ( )

26. Many other Portuguese words are stressed on the next to the last syllable. Here are **some that** you have had.

a. ( ) ( )
b. ( ) ( )
c. ( ) ( )
d. ( ) ( )
e. ( ) ( )
f. ( ) ( )
g. ( ) ( )
h. ( ) ( )

27. Which of these two is stressed correctly?

(1) (2) (1) (2)

(1)

28. Which of these two is wrong because the stress has been misplaced?

(1) (2) (1) (2)

(1)

29. Which is right, No. 1, 2 or 3?

(1) (2) (3) (1) (2) (3)

(3)

30. Most Portuguese words are stressed on either the last or the next to the last syllable. A few, however, are stressed elsewhere. Here is an example from this unit of one that is stressed elsewhere.

( ) ( ) ( )

31. Is it stressed on the last syllable, or the second, third or fourth from the last syllable?

( ) ( )

(third from last)

32. Repeat where indicated.

( ) ( )x ( )x ( )x

33. Is this the correct way to say the word?

( ) ( )

(no)

34. Here is the correct way. Repeat again.

( )x ( )x ( )x

35. Listen to this item.

( ) ( )

36. Notice the nasal vowel.

( ) ( )

37. Which syllable is stressed, the last or the next to last?

( ) ( )

(last)

38. Listen and repeat.

( ) ( )x ( )x ( )x

39. If we add another vowel sound (not nasal) at the 'front end' of this combination, we have a different word. Listen and repeat.

( ) ( ) ( )x ( )x

40. Here's another nasal vowel sound, one you have had before.

( ) ( )

41. The nasal vowel sound you just heard is also a word. When it precedes certain nouns it means 'a', or 'an'. For example, listen to it in the phrase 'a car'.

'a car' ( ) ( )

42. Now repeat this word for 'a'. Make it nasal.

'a' ( )x ( )x

43. And now repeat the phrase 'a car'.

'a car' ( )x ( )x

44. If you remove the nasalization from the above word for 'a', you are left with another sound and, significantly, it is another word. This time the word means 'the'. Listen and repeat.

'the' ( ) ( )x ( )x

45. Listen to 'a' and 'the' one after the other. Do not repeat yet.

1. 'a' ( ) ( )
2. 'the' ( ) ( )

46. Now repeat. Make the word for 'a' nasal.

1. 'a' ( )x ( )x
2. 'the' ( )x ( )x

47. Here is 'a car' followed by 'the car'. Just listen this time.

1. 'a car' ( ) ( )
2. 'the car' ( ) ( )

48. Now repeat.

1. 'a car' ( )x ( )x
2. 'the car' ( )x ( )x

Observation: Since it is just as important to differentiate between 'a car' and 'the car' in Portuguese as it is in English, you must be very careful to make the distinctions you have just been practicing. You will need to do so in the case of many, many other nouns as well. One of them is the noun for 'phone call', which appears in this unit.

49. Here is the noun for 'phone call'.

( ) ( )x ( )x

50. Here is the way you say 'the phone call'.

( ) ( )x ( )x

51. And here is the way you say 'a phone call'.

( ) ( )x ( )x

52. Try them both, one after the other.

1. 'the phone call' ( )x ( )x
2. 'a phone call' ( )x ( )x

53. Now here is something different. Review these words from the last unit.

1. só ( )x ( )x
2. posso ( )x ( )x

54. Pay close attention to that vowel sound which sounds like it came out of English 'paws'.

1. só ( )x ( )x
2. po- ( )x ( )x

55. Here are two words from the present unit which contain this vowel sound. Take them by syllables and repeat as shown.

1. a. ( ) ( )x ( )x
   b. ( ) ( )x ( )x
   c. ( ) ( )x ( )x

2. a. ( ) ( )x ( )x
   b. ( ) ( )x ( )x
   c. ( ) ( )x ( )x

56. You have learned that Onde está? means 'Where is?'

Onde está? ( )x ( )x

57. You have used that combination of words frequently in asking the question 'Where is Santos?'

Onde está o Santos? ( )x ( )x

58. There is another way to ask 'Where is?' It involves the phrase é que.

é que ( ) ( )x ( )x

59. When used as part of a question, the phrase é que literally means 'is it that'. (é - is it; que - that).

é que ( )x ( )x

60. The phrase é que can be inserted between Onde and está, like this:

Onde (é que) está?

Listen to it.

Onde é que está? ( ) ( ) ( )

61. Literally, this question asks 'Where (is it that) is?' Try just the first part of it.

Onde é que ...... ( )x ( )x

62. Now try the whole thing.

Onde é que está? ( )x ( )x ( )x

63. So now you have a new formula for asking 'Where is Santos?'

Onde é que está o Santos? ( )x ( )x ( )x

64. The question in the dialog for this unit is 'Where is the food?' Here is the way you say 'the food'.

a comida ( ) ( )x ( )x

65. And, using our new formula, here is the way you will ask 'Where's the food?' (Where is it that is the food?)

( ) ( )x ( )x ( )x

66. Speaking of food, this is a good time to call your attention to the fact that when a Portuguese speaker is hungry and wants others to know it he says, literally, 'I am with hunger', not 'I'm hungry'. Here is the word for 'hunger'.

fome ( ) ( )x ( )x

67. You already know how to say 'I am with'.

estou com ( )x ( )x

68. So now you can say 'I'm hungry'.

Estou com fome ( )x ( )x ( )x

69. Unless you feel the need to take time out now for a snack, you should proceed to the dialog. You haven't yet seen the dialog, so your first move should be to glance through the English version of it and become familiar with the content

of what you will be learning in Portuguese. Then go ahead with the three steps, as before. Remember to do the Pronunciation step twice, the first time with your book closed, or, perhaps more conveniently, with the Portuguese side covered.

DIALOG

(Recorded)

Follow the steps as presented on the tape.

Portuguese	English
Paulo	
fome	hunger
Estou com fome.	I'm hungry.
é que?	is it that?
onde é que está?	where (is it that) is?
a comida	the food
Onde é que está a comida?	Where's the food?
Sandra	
na	in the
outra	other
a sala	the room
em cima	on top
da	of the
a mesa	the table
Na outra sala, em cima da mesa.	In the other room, on the table.
Paulo	
vai	go (you-form)
comer	to eat (neutral form)
Você não vai comer?	Aren't you going to eat?

Sandra

tarde	late
Mais tarde	Later
agora	now
vou	go (I-form)
dar	give (neutral form)
vou dar	I'm going to give
dar um telefonema	to make a phone call
Agora vou dar um telefonema.	Right now I'm going to make a phone call.

Paulo

a propósito	by the way
quer	wants (he-form)
falar	talk (neutral form)
A propósito, Maria quer falar com você.	By the way, Maria wants to talk with you.

Sandra

pretendemos	plan (we-form)
visitar	visit (neutral form)
o parque	the park
amanhã	tomorrow
Ah, sim. Ela e eu pretendemos visitar o parque amanhã.	Ah, yes. She and I plan to visit the park tomorrow.

Grammatical Observations and Practice

Part I. The 'We-form'; more neutral forms.

You have learned the following sentences:

Podemos sair juntos.

Ela e eu pretendemos visitar o parque amanhã.

The forms pretendemos (we plan) and podemos (we can) are both good examples of the we-form of verbs.

Here is another we-form, the way Portuguese speakers say 'we want'. Listen to it on the tape and practice saying it.

Practice 1: (Recorded)

(queremos) (queremos) (queremos)x (queremos)x

Practice 2: (Recorded)

Now listen to 'we want' in combination with some neutral forms. Repeat where indicated.

We want to leave: ( ) ( ) ( )x ( )x

We want to stay: ( ) ( ) ( )x ( )x

The -mos ending indicates that a verb form is a we-form.

pretendemos podemos queremos

The we-forms, like the I-forms, often combine with neutral forms. Thus you are now ready to practice saying such phrases as:

We plan to visit
We plan to stay
We want to talk
We can make a phone call

and others that combine a we-form with a neutral form.

Practice 3: (Recorded)

Practice repeating the following combinations on the tape until you can say them easily. Be sure you know the meaning of each.

A. 1. We plan to eat: ( )x ( )x
2. We plan to stay: ( )x ( )x
3. We plan to visit: ( )x ( )x
4. We plan to talk: ( )x ( )x

B. 1. We want to talk: ( )x ( )x
2. We want to give: ( )x ( )x
3. We want to visit: ( )x ( )x
4. We want to come: ( )x ( )x

C. 1. We can stay: ( )x ( )x
2. We can eat: ( )x ( )x
3. We can speak: ( )x ( )x
4. We can leave: ( )x ( )x

D. 1. I can visit: ( )x ( )x
2. I can come: ( )x ( )x
3. I can give: ( )x ( )x
4. I can speak: ( )x ( )x

E. 1. I plan to come: ( )x ( )x
2. I plan to visit: ( )x ( )x
3. I plan to give: ( )x ( )x
4. I plan to eat: ( )x ( )x

Practice 4: (Recorded)

This is a comprehension exercise. You are to listen to each short sentence as it appears on the tape. After each one pick out the correct English equivalent from the choices given below. Encircle the letter of your choice. The answers are given below.

1. a. We want
b. We plan } to stay
c. We are able

2. a. We plan
b. We are able } to eat
c. We want

3. We plan { a. to talk
b. to give
c. to visit

4. We want { a. to come
b. to visit
c. to speak

5. I want { a. to eat
b. to visit
c. to give

6. a. We want
b. I want } to eat
c. I plan

7. a. I plan
b. I am able } to speak
c. We are able

8. a. We plan
b. We are able } to give
c. I am able

9. a. We want to speak
b. I plan to stay
c. I plan to come

10. a. We are able to leave
b. I am able to visit
c. We want to visit

Answers:

1. c.
2. a.
3. a.
4. b.
5. a.
6. c.
7. b.
8. c.
9. c.
10. a.

Practice 5: (Recorded)

In this exercise your assignment is to give the Portuguese equivalents of the short English sentences you see below. After each number on the tape there is a pause which should be long enough for you to scan the English and then say the Portuguese. After the pause you will hear your instructor's confirmation.

1. We want to leave.
2. We are able to leave.
3. I am able to leave.
4. We can eat.
5. We plan to eat.
6. We plan to visit.
7. We want to visit.
8. I want to visit.
9. I want to give.
10. I want to speak.
11. We want to speak.
12. We want to give.
13. We plan to give.
14. I plan to speak.
15. I plan to come.
16. We plan to come.

Part II. 'He-forms'

In the dialog of the previous unit we identified the special shapes pode (you can) and pretende (you plan) as shapes that are used when 'you' is the doer of the action.

Você pretende ficar. (You plan to stay.)

Você pode vir comigo. (You can come with me.)

These same shapes are also used when 'she', 'he', or 'it' is the actor, or when the action is done by any person or any item that can be represented by 'she', 'he', or 'it'. Thus the one single shape pode would be the form of the verb used to express all of the following:

Paulo (he) can	Paulo pode
Maria (she) can	Maria pode
the car (it) can	o carro pode
you (singular) can	você pode

(For the sake of clarity it is often necessary for the actor to be stated with this form.)

Likewise, for any verb in the language just one form covers the actors 'he', 'she', 'you' and 'it'. To keep our terminology simple, we will refer to this form as the 'he-form'. Though we label it 'he', we must again emphasize the fact that this form is not limited to the actor 'he'. It would be the form of the verb used in expressing the following thoughts in Portuguese.

She lives in Washington.
The kid never studies.
You belong to me.
It never snows on weekends.
The flight usually departs on time.
Martha knows better.
The doctor drives a Volkswagen.
Pan-Am makes the going great.
My husband works nights.
Do you think so?
Who knows.

In the dialog for this unit this sentence appears:

Maria quer falar com você.

Although the actor associated with the verb form quer is Maria (very feminine indeed), we will refer to quer as the he - form.

Practice 6: (Recorded)

Part A: Listen to the difference between these I-forms and he-forms, that is, the difference between 'I (do something)' and 'he (does something)'. These are all forms of -er type verbs. (The form quer is also from an -er type verb, but it is somewhat irregular in shape and is therefore not included in this group.)

	I (do something)	He (does something)
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________
6.	____________	____________
7.	____________	____________
8.	____________	____________
9.	____________	____________
10.	____________	____________
11.	____________	____________
12.	____________	____________

Part B: (Recorded)

Now, indicate which is being said, either 'I (do something)' or 'he (does something)', by marking an X in the appropriate column. Each one is said twice.

	I (do something)	He (does something)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Part C: (Recorded)

Now in the following exercise it is a three-way choice: 'I (do something)', 'he (does something)', or 'we (do something)'. Mark an X in the appropriate column. Each one is said twice.

	I (do something)	He (does something)	We (do something)
1.			
2.			
3.			

	I (do something)	He (does something)	We (do something)
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Practice 7:

Practice repeating the following combinations until you can say them easily. Be sure you really know what each one means.

A. 1. Are you planning to stay? ( )X ( )X
2. Are you planning to eat? ( )X ( )X
3. Are you planning to speak? ( )X ( )X
4. Are you planning to leave? ( )X ( )X

B. 1. You can come with me. ( )X ( )X
2. You can stay with me. ( )X ( )X
3. You can leave with me. ( )X ( )X
4. You can eat with me. ( )X ( )X

C. 1. Maria wants to talk with you. ( )X ( )X
2. Maria wants to eat with you. ( )X ( )X
3. Maria wants to stay with you. ( )X ( )X
4. Maria wants to leave with you. ( )X ( )X

D. 1. Paul is planning to leave. ( )x ( )x
2. Paul is planning to talk. ( )x ( )x
3. Paul is planning to visit. ( )x ( )x
4. Paul is planning to come. ( )x ( )x

E. 1. Santos can eat now. ( )x ( )x
2. Santos can leave now. ( )x ( )x
3. Santos can speak now. ( )x ( )x
4. Santos can visit now. ( )x ( )x

F. 1. Do you want to eat? ( )x ( )x
2. Do you want to leave? ( )x ( )x
3. Do you want to talk? ( )x ( )x
4. Do you want to make a phone call? ( )x ( )x

Practice 8:

How would you say the following in Portuguese? Check the tape for confirmation after you have made your response aloud.

1. Mr. Silva wants to stay.
2. Mr. Silva wants to eat.
3. Yara wants to leave.
4. Yara is able to leave.
5. Maria is able to visit.
6. Maria wants to make a phone call.
7. She plans to make a phone call.
8. She plans to come.
9. Do you plan to stay?
10. Do you plan to leave?
11. Do you plan to eat?
12. Do you plan to come?

COMPREHENSION

(Recorded)

Listen to these sentences, and write down the numbers of those that you do not understand.

APPLICATIONS (Recorded)

A. Practice in asking questions. Using the first sentence of each group as a model, how would you express these questions in Portuguese?

I. 1. Do you plan to stay? (Você pretende ficar?)
2. Do you plan to eat?
3. Do you plan to leave?
4. Do you want to leave?
5. Do you want to come?
6. Do you want to stay?

II. 1. Does Yara want to talk? (Yara quer falar?)
2. Does Yara want to eat?
3. Does Yara want to stay?
4. Does Yara plan to stay?
5. Does Yara plan to visit?
6. Does Yara want to visit?

III. 1. Can Mr. Silva stay? (O senhor Silva pode ficar?)
2. Can Mr. Silva leave?
3. Can Mr. Silva speak?
4. Is Mr. Silva able to speak?
5. Is Mr. Silva able to eat?
6. Is Mr. Silva able to leave?

B. Practice in answering questions.

Follow along visually as you listen to and repeat these questions and answers on the tape. This will give you additional practice in answering questions affirmatively.

1. Do you plan to leave?

   Yes, I do.

2. Do you want to leave?

   Yes, I do.

3. Do you want to make a phone call?

   Yes, I do.

4. Do you want to speak with Yara?

   Yes, I do.

5. Does Yara want to leave?

   Yes, she does.

6. Does Yara want to stay?

   Yes, she does.

7. Does Yara plan to leave?

   Yes, she does.

8. Does Jose plan to leave?

   Yes, he does.

9. Does Jose want to eat?

   Yes, he does.

10. Does Jose want to speak?

    Yes, he does.

11. Is Jose able to speak?

    Yes, he is.

*12. Is Jose able to stay?

    Yes, he is.

*13. Can Jose stay?

    Yes, he can.

*Just a friendly reminder that 12 and 13 come out the same in Portuguese.

(The following deal with the verb form *é*.)

14. Is the party today?
    Yes, it is.
15. Is the party at five?
    Yes, it is.
16. Is Maria married?
    Yes, she is.
17. Is Iara single?
    Yes, she is.
18. Is Maria the oldest?
    Yes, she is.

(The following deal with the verb form *está*.)

19. Is Maria at the party?
    Yes, she is.
20. Is Paul at home?
    Yes, he is.
21. Is Paul in the other room?
    Yes, he is.
22. Is the food on the table?
    Yes, it is.

C. *Exchanges*

Practice putting these brief exchanges into Portuguese.

1. A. Are you planning to leave tomorrow?
   B. Yes, I am. At ten o'clock.

2. A. Are you planning to stay here?
   B. Yes, I am. But only until five o'clock.

3. A. Are you planning to stay until tomorrow?
   B. Yes, I am. I don't have a car today.

4. A. Are you planning to eat now?
B. Yes, I am. I'm hungry.

5. A. I'm planning to eat at five.
B. At five?
A. Certainly! I'm hungry.

6. A. I plan to visit the park.
B. When? Today?
A. No. Tomorrow.

7. A. Yara and I plan to leave early today.
B. Why?
A. Because the party is today.

8. A. Yara and I want to leave early tomorrow.
B. Why?
A. Because the party is tomorrow.

9. A. If you want, you can visit the park today.
B. Can I?
A. Of course. You can leave early.

10. A. If you want, you can make a phone call now.
B. Thanks. I want to talk with Yara.

11. A. If you want, you can stay until later.
B. No, thanks. I want to leave now.

12. A. If you want, you can stay here with me.
B. Can I? Thanks. Can I make a phone call?

13. A. I'm hungry. I want to eat.
B. The food is on the table.

14. A. Mary is hungry. She wants to eat now.
B. The food is in the other room.

15. A. Aren't you going to eat?
B. Later. Right now I want to talk with Paulo.

16. A. Aren't you going to speak with Yara?
B. Later. Right now I want to eat.

17. A. Aren't you going to stay?
B. Of course. I'm hungry.

18. A. Aren't you going to make a phone call?
B. Of course. I want to talk with José.

19. A. The food is in the other room.
B. Where is Joe?
A. In the other room, with the food.

20. A. Where is Yara?
B. In the other room, with Joe.

21. A. Do you want to leave now?
B. Yes, I do.

22. A. Do you want to eat now?
B. Yes, I do. I'm hungry.

23. A. Do you want to make a phone call?
B. Yes, I do. Where's the phone? [phone = o telefone]
A. It's in the other room.

24. A. Do you want to talk with Yara?
B. Yes, I do. Where is she?
A. She's in the other room.

25. A. Do you want to go out (leave) with that girl?
B. Yes, I do. What's her name?
A. Her name is Maria.

26. A. I want to go out with that girl.
B. She's married.
A. Oh, really?! (Ah, é?!)

27. A. I'm hungry.
B. The food is on the table.
A. Oh, is that right?! (Ah, é?!)

28. A. Where's Joe?
B. Joe's dancing with Yara.
A. Oh, is that right!! (Ah, é!!)

UNIT 8

Preparation

1. Listen to this new word.

   ( ) ( )

2. Listen again. Is its stressed syllable the first one, the second one, or the last one?

   ( ) ( ) ( )

(first)

3. Here is just the first syllable of the word, i.e., the stressed syllable.

   ( ) ( ) ( )x ( )x

4. Now here is the whole word.

   ( ) ( ) ( )x ( )x

5. Here is another word. It has two syllables. Which is its stressed syllable, the first or the last?

   ( ) ( )

(first)

6. If the word is stressed on the last syllable it sounds like an English slang word meaning 'scram'.

   ( ) ( )

7. But stressed on the first syllable it is standard Portuguese, and it means 'we are going'. Listen and repeat.

   ( ) ( )x ( )x ( )x

Comment

In the next few frames we are going to talk about 'diphthongs'. The word 'diphthong' literally means 'two tones'. As applied to Portuguese, however, the word is best interpreted as meaning 'two vowel sounds'.

The label 'diphthong' has been traditionally given to the combination of sounds that results when a *stressed* vowel sound and an *unstressed* *i* or *u* come together, in that order, in the same syllable. The formula is not so complicated as the last sentence makes it seem. You already know several diphthongs, as the next few frames will show.

8. Here are the diphthongs you have had thus far.
(1) Stressed *a* + unstressed *i* (as in *mais*, *vai*)
Repeat: *ai* ( )x ( )x
(2) Stressed *a* + unstressed *u* (as in *Paulo*)
Repeat: *au* ( )x ( )x
(3) Stressed *e* + unstressed *i* (as in *solteiro*)
Repeat: *ei* ( )x ( )x
(4) Stressed *e* + unstressed *u* (as in *eu*)
Repeat: *eu* ( )x ( )x
(5) Stressed *o* + unstressed *u* (as in *estou*, *outra*)
Repeat: *ou* ( )x ( )x

9. Now, repeat these items. Listen for the unstressed *u* sound.
Paulo ( )x ( )x
eu ( )x ( )x
estou ( )x ( )x
outra ( )x ( )x

10. Now try these. Listen for the unstressed *i* sound.
mais ( )x ( )x
vai ( )x ( )x
solteiro ( )x ( )x

11. Here is a diphthong that appears in the dialog of this unit.
Stressed *o* + unstressed *i*
Repeat: *oi* ( )x ( )x

12. Here is the word it appears in.
    oito ( )x ( )x ( )x

13. Some diphthongs can be nasalized.
    (1) The combination of stressed e + unstressed i is nasalized in the word bem. The spelling of the word tends to obscure this fact.
    Repeat: bem ( )x ( )x
    (2) The combination of the sound we have freely symbolized as stressed uh, plus the unstressed u, is nasalized in the word não. Again, the spelling tends to obscure this fact.
    Repeat: não ( )x ( )x

14. In the dialog for this unit there is a word which has the same nasal diphthong as the one you hear in the word não. Here is the word.
    vão ( )x ( )x ( )x

15. Repeat não and vão one after the other. They rhyme.
    1. não ( )x ( )x
    2. vão ( )x ( )x

16. Here is a three syllable word. It is a new form of a verb you already know. Just listen. Which syllable is stressed, the first, the second or the last?
    ( ) ( ) ( )

(second)

17. The last syllable of this verb form has the same nasal diphthong as the word bem, but the syllable is not stressed. Here is the syllable in isolation.
    -em ( )x ( )x ( )x

18. Here is the whole form again. Repeat, being sure not to stress the -em at the end of it.

( )x ( )x ( )x

19. Here are several more verb forms that end with the same unstressed nasal diphthong. Listen and do your best to imitate them where indicated.

( ) ( ) ( )x ( )x
( ) ( ) ( )x ( )x
( ) ( ) ( )x ( )x
( ) ( ) ( )x ( )x

20. Now, as we change our focus, you can listen to several new neutral forms of verbs. Notice the R sound at the end. Repeat as indicated.

a. ( ) ( ) ( )x ( )x ( )x
b. ( ) ( ) ( )x ( )x ( )x
c. ( ) ( ) ( )x ( )x ( )x

21. Here is the first syllable of a new word. The vowel is nasal.

( ) ( )x ( )x

22. The second syllable of the word is the familiar syllable bem with its nasal diphthong.

( ) ( )x ( )x

23. Here is the whole word. It means 'too', or 'also'. Notice that the last syllable is stressed.

( ) ( )x ( )x ( )x

24. Now let us return to a familiar vowel sound. Repeat these words; then go on to the Observation immediately following.

a. ( )x ( )x
b. ( )x ( )x
c. ( )x ( )x

Observation

You recall that the words in frame 24 all have the 'e' of 'Fess'. In order to simplify our way of talking about this sound, from now on we will use the standard traditional terminology and call it the 'open E' sound.* Similarly, we will refer to the 'e' of 'você' as the 'closed e'. The terms 'open' and 'closed' have to do with tongue position. In producing the open E the tongue is lower in the mouth, with the result that there is more of an 'opening' between the tongue and the roof of the mouth. In producing the closed e, the tongue is higher in the mouth; i.e., the space between the tongue and the roof of the mouth is more 'closed'. Whether or not you are conscious of actually feeling this variation in tongue position is not so important. What matters, of course, is being able to hear and mimic the two sounds. With the practice you have had thus far the chances are good that you can already do so with considerable accuracy. Still, the terms 'open' and 'closed' are convenient ones, and for many they are useful in their descriptiveness, so we shall use them henceforth.

25. Here is a new word containing the open E sound.

( ) ( )x ( )x ( )x

26. The word may also be pronounced another way, with a ch sound, very similar to our English ch sound, preceding the final i sound.

( ) ( ) ( )x ( )x

27. Either way is correct. The t sound and the ch sound alternate with each other before an i sound, the choice depending on the dialect of the native speaker.

a. ( ) ( )x ( )x

b. ( ) ( )x ( )x

*The capital E will regularly be used in this text to symbolize this sound.

28. Here is the pronoun 'he'. It often precedes the he-form of a verb. We avoided it in the last unit in order to allow you to concentrate on the verb endings.
( ) ( ) ( )

29. Listen to how it contrasts with the pronoun 'she', which you already know.
(He) (She) (He) (She)

30. The final vowels of the two words are different, and so are the initial vowels. The initial vowel of 'she' is the open E; the initial vowel of 'he' is the closed e. Listen again.
(He) (She) (He) (She)

31. Is this 'he' or 'she'?
( ) ( )

(she)

32. Which is 'he', No. 1 or No. 2?
(1) (2) (1) (2)

(1)

33. Now repeat the pronoun 'he'. The first vowel is closed.
( )x ( )x ( )x

34. Now repeat the pronoun 'she'. The first vowel is open.
( )x ( )x ( )x

35. Now carefully repeat both 'he' and 'she'.
(he)x (she)x (he)x (she)x (he)x (she)x

36. The pronouns 'he' and 'she' often precede the he-forms of verbs. Repeat these examples from the tape.

A. 1. he knows ( )x B. 1. she knows ( )x
2. he plans ( )x 2. she plans ( )x
3. he can ( )x 3. she can ( )x
4. he wants ( )x 4. she wants ( )x
5. he is dancing ( )x 5. she is dancing ( )x

37. This is also a good time to introduce the pronoun 'we', which often precedes the we-form of a verb. In the last unit we consciously avoided this pronoun in order to allow you to concentrate fully on the we-form and its ending. Here, now, is the pronoun 'we'.

( ) ( )x ( )x ( )x

38. And here are several samples of the pronoun 'we' preceding the we-form of a verb.

1. we plan ( )x
2. we want ( )x
3. we can ( )x

39. As you proceed now with the dialog, notice that the first sentence begins with the pronoun 'we'.

Dialog (Recorded)

New Material

(Sandra has told Paulo that she and María are planning to visit the park tomorrow.)

Portuguese	English
Sandra	
nós	we
vamos	go (we-form)
nós vamos sair	we're going to leave
às sete	at seven
a manhã	the morning
às sete da manhã	at seven in the morning
Nós vamos sair às sete da manhã.	We're going to leave at seven in the morning.
Paulo	
vocês	you (plural)
pretendem	plan (they-form)
chegar	arrive (neutral form)
vocês pretendem chegar	you plan to arrive
lá	there
bem cedo	real early
Vocês pretendem chegar là bem cedo?	Do you plan to get there real early?
Sandra	
isso	that
mesmo	exactly
Isso mesmo.	That's right.
oito	eight
meia	half
Às oito e meia, mais ou menos.	At eight thirty, more or less.

Paulo

vão	go (they-form)
evitar	avoid (neutral form)
vão evitar	you're going to avoid
o tráfego	the traffic
todo	all
todo o tráfego	all the traffic
Vocês vão evitar todo o tráfego.	You're going to avoid all the traffic.

Sandra

Vamos...	We're going to ...(Right!)
levantar	get up (neutral form)
quer levantar	you want to get up
você não quer levantar?	don't you want to get up?
também	also, too
Você não quer levantar cedo também?	Don't you want to get up early too?

Grammatical Observations and Practice

Part I: The 'they-form'.

There is one more shape of the verb that you must become familiar with. We call it the 'they-form'. It is the shape the verb takes when 'they' or 'you-plural' is the actor. The they-form would be used in the Portuguese equivalents of the following sentences:

They have five minutes left.
They don't know where to go from here.
The twins are sick.
You two are going with us.
The mechanics refuse to work.
All four cars ran off the road.
Opposites attract.
Did you (plural) work hard over the weekend?

Practice 1: (Recorded)

Here is a group of ten they-forms. Listen to them while paying particular attention to their endings.

Practice 2: (Recorded)

Now listen to the difference between the he-form and the they-form of the same verbs.

	He-form	They-form		He-form	They-form
1.	( )	( )	6.	( )	( )
2.	( )	( )	7.	( )	( )
3.	( )	( )	8.	( )	( )
4.	( )	( )	9.	( )	( )
5.	( )	( )	10.	( )	( )

The above they-forms all end with the same unstressed, nasal diphthong.

Practice 3: (Recorded)

Which of the following are he-forms and which are they-forms? Mark an x in the appropriate column. Answers are on last page.

	He	They
1.		
2.		
3.		
4.		
5.		

	He	They
6.		
7.		
8.		
9.		
10.		

Practice 4: (Recorded)

Now practice saying several they-forms.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x
5. ( ) ( )x ( )x
6. ( ) ( )x ( )x
7. ( ) ( )x ( )x
8. ( ) ( )x ( )x
9. ( ) ( )x ( )x
10. ( ) ( )x ( )x

In the dialog of this unit a they-form (pretendem) and a neutral form (chegar) are joined together in the sentence:

Vocês pretendem chegar lá bem cedo?

Of course, many similar combinations involving other they-forms and other neutral forms are also possible:

Vocês querem chegar.	You (plural) want to arrive.
Vocês querem sair.	You (plural) want to leave.
Vocês pretendem sair.	You (plural) are planning to leave.

In the above examples the pronoun 'vocês' accompanies the they-form. When 'they' is the actor, the word for 'they' may accompany the they-form. There are two ways of saying 'they' in

Portuguese. One is used when the actors are masculine, the other when the actors are feminine. Listen and repeat the two forms in the next practice exercise.

Practice 5:

1. They (masculine form): ( ) ( )x ( )x ( )x
2. They (feminine form) : ( ) ( )x ( )x ( )x

You probably recognize that the masculine 'they' is the word for 'he' with the pluralizing s added to it, and the feminine 'they' is the word for 'she' with the pluralizing s added to it.

Practice 6: (Recorded)

Practice saying the following combinations until you can say them easily. Be sure you really know what each one means.

A. 1. They (masc.) want to eat. ( ) ( )x ( )x
2. They (masc.) want to leave. ( ) ( )x ( )x
3. They (masc.) want to get up. ( ) ( )x ( )x
4. They (masc.) want to avoid the traffic. ( ) ( )x ( )x

B. 1. They (fem.) plan to eat. ( ) ( )x ( )x
2. They (fem.) plan to leave. ( ) ( )x ( )x
3. They (fem.) plan to arrive. ( ) ( )x ( )x
4. They (fem.) plan to avoid the traffic. ( ) ( )x ( )x

C. 1. Are you (pl.) planning to stay? ( ) ( )x ( )x
2. Are you (pl.) planning to leave? ( ) ( )x ( )x
3. Are you (pl.) planning to get up? ( ) ( )x ( )x
4. Are you (pl.) planning to speak? ( ) ( )x ( )x

D. 1. You (pl.) can come. ( ) ( )x ( )x
2. You (pl.) can get up. ( ) ( )x ( )x
3. You (pl.) can leave. ( ) ( )x ( )x
4. You (pl.) can eat. ( ) ( )x ( )x

E. 1. Paulo and Yara are planning to leave early. ( ) ( )x ( )x

2. Paulo and Roberto are planning to arrive early. ( ) ( )x ( )x

3. Paulo and Roberto are planning to come early. ( ) ( )x ( )x

4. Yara and Maria are planning to get up early. ( ) ( )x ( )x

Practice 7: (Recorded)

How would you say the following in Portuguese? Check the tape for confirmation after you have made your response aloud.

1. Are you (plural) planning to stay?
2. Are you (plural) planning to leave?
3. Do you (plural) want to avoid the traffic?
4. Do you (plural) want to get up early?
5. They (masc.) want to stay.
6. They (masc.) want to eat.
7. They (fem.) want to visit the park also.
8. Paulo and Yara want to visit Washington too.
9. Yara and Maria can get up early.
10. Yara and Maria can arrive early.
11. Yara and Santos want to make a phone call.
12. Yara and Santos can avoid the traffic.

Part II. 'Going to' in Portuguese

In this section we examine still another combination of verb plus neutral form. It is the equivalent of English 'going to' plus verb. ('He's going to retire.', 'She's going to faint.', etc.) In both English and Portuguese this construction is commonly used to talk about the future. Traditionally it is not labelled the future tense in either language, but it might well be called the 'substitute future' in both.

Here are the Portuguese examples you have had thus far.

1. Nós vamos sair às sete.
   (We are going to leave at seven.)
2. Vocês vão evitar todo o tráfego.
   (You are going to avoid all the traffic.)
3. Você não vai comer?
   (Aren't you going to eat?)
4. Agora vou dar um telefonema.
   (I'm going to make a phone call now.)

Practice 8: We-forms and They-forms (Recorded)

Listen to the following short sentences, then repeat as indicated. Be sure you know what they mean.

A. 1. We're going to leave. ( ) ( )x ( )x
   2. We're going to arrive. ( ) ( )x ( )x
   3. We're going to stay. ( ) ( )x ( )x
   4. We're going to speak. ( ) ( )x ( )x

B. 1. They're going to avoid the traffic. ( ) ( )x ( )x
   2. They're going to visit. ( ) ( )x ( )x
   3. They're going to get up. ( ) ( )x ( )x
   4. They're going to arrive. ( ) ( )x ( )x

C. 1. They (masc.) are going to visit the park. ( ) ( )x ( )x
   2. They (fem.) are going to visit the park. ( ) ( )x ( )x
   3. They (masc.) are going to avoid all the traffic. ( ) ( )x ( )x
   4. They (fem.) are going to avoid all the traffic. ( ) ( )x ( )x

D. 1. Are we going to make a phone call? ( ) ( )x ( )x
   2. Are we going to avoid the traffic? ( ) ( )x ( )x
   3. Are we going to get up late? ( ) ( )x ( )x
   4. Are we going to stay? ( ) ( )x ( )x

Practice 9: Comprehension exercise. (Recorded)

All of the following sentences on the tape say either 'We're going to do something', or 'They're going to do something'. Listen to the sentences, determine the meaning of each, and make a check in the appropriate column in the chart below. Number 1 is done for you. The answers appear on the last page of this unit.

	We're going to:				They're going to:			
	get up	leave	arrive	stay	get up	leave	arrive	stay
1.		✓						
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Practice 10: (Recorded)

How would you say these thoughts in Portuguese? Check the tape for verification after you make your response.

1. We're going to leave.
2. We're going to leave tomorrow.
3. We're going to stay.
4. We're going to stay until ten.
5. They're going to visit the park too.
6. They're going to get up at eight thirty.
7. They're going to eat.
8. They're going to make a phone call.
9. We're going to avoid the traffic.

10. We're going to arrive there quite early.
11. We're going to arrive at seven.
12. They're going to arrive at eight-thirty.

In the preceding exercises you have practiced the we-form and the they-form. In the next several exercises you will practice the I-form and the he-form.

Practice 11: (Recorded)

A. First, recall the I-form in these excerpts from an earlier dialog. Listen and repeat.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x

B. Now, recall the he-form in these excerpts from an earlier dialog. Listen and repeat.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x

Practice 12: (Recorded)

Listen to the following short sentences, then repeat as indicated. Be sure that you associate the corresponding English equivalent with each sentence.

A. 1. I am going to make a phone call. ( ) ( )x ( )x
2. I am going to leave early. ( ) ( )x ( )x
3. I am going to stay. ( ) ( )x ( )x
4. I am going to visit the park. ( ) ( )x ( )x

B. 1. He is going to talk. ( ) ( )x ( )x
2. He is going to eat. ( ) ( )x ( )x
3. He is going to get up. ( ) ( )x ( )x
4. He is going to visit the park. ( ) ( )x ( )x

C. 1. Yara is going to arrive tomorrow. ( ) ( )x ( )x
2. Yara is going to leave tomorrow. ( ) ( )x ( )x
3. Yara is going to stay. ( ) ( )x ( )x
4. Yara is going to make a phone call. ( ) ( )x ( )x

D. 1. Are you going to leave? ( ) ( )x ( )x
2. Are you going to get up? ( ) ( )x ( )x
3. Are you going to visit the park? ( ) ( )x ( )x
4. Are you going to make a phone call? ( ) ( )x ( )x

E. 1. I am going to talk with Santos. ( ) ( )x ( )x
2. I am going to leave with Yara. ( ) ( )x ( )x
3. I am going to stay with you. ( ) ( )x ( )x
4. I am going to avoid the traffic. ( ) ( )x ( )x

F. 1. Is Santos going to stay? ( ) ( )x ( )x
2. Is Santos going to get up? ( ) ( )x ( )x
3. Is Santos going to talk? ( ) ( )x ( )x
4. Is Santos going to visit the park? ( ) ( )x ( )x

Practice 13: Comprehension exercise. (Recorded)

Listen to the following sentences, determine the meaning of each (either 'I' or 'he' is going to do something), then put a check mark in the appropriate column below. Verify at the end of this unit.

	I'm going to:				He's going to:			
	get up	leave	arrive	stay	get up	leave	arrive	stay
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Practice 14: (Recorded)

How would you say the following in Portuguese? Check the tape for verification after you make your response aloud. In this practice the voice on the tape omits the pronoun for 'I' but not for 'he' and 'you'.

1. I'm going to leave.
2. I'm going to leave now.
3. He's going to stay.
4. He's going to stay until 10.
5. He's going to arrive late.
6. I'm going to arrive early.
7. I'm going to make a phone call.
8. Paulo is going to avoid the traffic.
9. I'm going to speak with Yara, too.
10. Yara is going to speak with me.
11. You are going to speak with Paulo.
12. Are you going to speak with Paulo?
13. Maria is going to leave at 8:30 in the morning.
14. Maria is going to leave with Roberto.
15. Is Maria going to get up early?

Part III. 'Not' in Portuguese

The Portuguese word for 'not' (não) always comes immediately before verbs and verb combinations. Thus:

1. É casada. (She's married)
   Não é casada. (She's not married)

2. Posso. (I can)
   Não posso. (I can not)

3. Eu pretendo ir. (I plan to go)
   Eu não pretendo ir. (I do not plan to go)

Practice 15: (Recorded)

Listen to these groups of sentences. In each case an affirmative utterance is followed by a negative one.

Practice 16: (Recorded)

In this exercise you are to make the sentences negative. Listen first to the sentence in the affirmative, then during the silence on the tape, convert it orally to the negative by inserting 'não' in front of the verb. You will then hear your response confirmed.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________

Practice 17: (Recorded)

How would you say these short sentences in Portuguese? You should be able to do these rapidly. In this practice you should use the Portuguese pronouns. Check the tape for confirmation.

1. He's not at home.
2. She's not married.
3. She's not the oldest.
4. I'm not hungry.
5. I can't.
6. I can't leave.
7. Paulo can't leave.
8. Paulo can't get up.
9. She can't stay.
10. She doesn't want to stay.
11. She doesn't plan to stay.
12. She isn't going to stay.
13. She isn't going to eat.
14. He isn't going to arrive.
15. They aren't going to arrive.
16. They aren't going to talk.

Part IV. Answering questions in the negative

Listen to these groups of questions and answers as given by the instructors on the tape. In each case the second instructor will give a negative answer. You will hear the word não said twice. Do not be confused by this. The first não is simply the equivalent of English 'no'; the second is the equivalent of 'not', which you have just been practicing. Compare the two negatives in both languages.

Are you planning to stay?	Você pretende ficar?
No, I'm not planning to.	Não, não pretendo.

Practice 18: (Recorded)

In this group, Instructor A asks something about Instructor B, and Instructor B answers in the negative.

Practice 19: (Recorded)

In this group, Instructor A will ask you something about yourself. Answer in the negative. Check the tape for confirmation.

Practice 20: (Recorded)

In this group Instructor A will ask Instructor B something about somebody else, and Instructor B will answer in the negative. Just listen.

Practice 21: (Recorded)

Now Instructor A will ask you similar questions about somebody else. You should answer in the negative.

COMPREHENSION (Recorded)

Listen to these sentences and write down the numbers of any that you do not understand.

APPLICATIONS

I. Responding Affirmatively and Negatively

Follow along visually below as you listen to these questions and answers. Then see if you can participate in the exchanges just by looking at the English.

1. Are you going to get up early?
Yes, I am.
2. Are you going to get up at 7:00?
No, I'm not.
3. Are you going to leave now?
Yes, I am.
4. Is Yara going to stay?
Yes, she is.
5. Is Yara going to speak with José?
Yes, she is.
6. Is Yara going to get up early?
No, she's not.
7. Are we going to eat well?
Yes, we are.
8. Are we going to avoid the traffic?
No, we're not.
9. Are we going to arrive early?
Yes, we are.
10. Are they going to visit the park?
Yes, they are.
11. Are they going to talk with you?
Yes, they are.
12. Are they going to stay?
No, they are not.
13. Do they plan to stay?
Yes, they do.

14. Do they plan to visit the park?
No, they don't.

15. Do they want to leave?
No, they don't.

16. Do they want to eat now?
Yes, they do.

17. Are they able to get up early?
No, they're not.

18. But do they want to get up early?
Yes, they do.

19. Can they avoid the traffic?
Yes, they can.

20. Do they want to?
Yes, they do.

II. Here are some more of the same sort, but expanded a bit. The same instructions apply. See if you can do these with another student.

1. A. Are you planning to leave early?
B. No, I'm not. I'm planning to leave at 10:00.

2. A. Are you going to leave now?
B. No, I'm not. I'm going to stay until 05:00.

3. A. Is Yara going to get up early?
B. No, she's not. She's going to get up at 10:00.

4. A. Do you want to visit the park?
B. No, I don't. I want to stay here.

5. A. Do you want to speak with Paulo?
B. Yes, I do. And I want to speak with Yara, too.

6. A. Do you want to speak with Yara?
B. Yes, I do. Does Yara want to speak with me?

7. A. Is José going to leave with you?
B. No, he's not. He's going to leave with Yara.

8. A. Is José going to avoid the traffic?
B. Yes, he is. He's planning to leave early.

9. A. Can José get up early?
B. No, he can't. He's going to arrive late.
10. A. Does José want to make a phone call?
B. Yes, he does. He wants to talk with Yara.
11. A. Are we going to eat now?
B. No, we're not. We're going to eat later.
A. But I'm hungry *now*.
12. A. Are we going to eat now?
B. Yes, we are. Why?
A. Because I'm hungry.
13. A. Are we going to get up at 05:30?
B. No, we're not. Why?
A. Because I'm not *able* to get up at 05:30.
14. A. Can we leave now?
B. No, we can't. We're going to eat now.
A. I don't want to eat. I'm not hungry.

III. Be prepared to participate in these brief dialogs with your instructor. These are *not* recorded.

1. A. Do you want to talk with Yara?
B. Yes, I do. I'm going to make a phone call.

A. Where is she now?
B. At home. She's not going to leave until seven.

2. A. By the way, do you know Mr. Silva's daughter?
B. Which one? The married one?

A. No, the single one.
B. No, I don't know her. What's her name?

A. Her name is Yara.

3. A. By the way, are you going to get up early tomorrow?
B. Yes, I am. At five o'clock in the morning.

A. At five o'clock in the morning!!
B. That's right! I want to leave early and avoid the traffic.

A. I can't get up at 05:00. I'm going to stay.
B. You are going to avoid the traffic too!

ANSWERS:

Practice 3:
1. He
2. They
3. They
4. They
5. He
6. He
7. They
8. They
9. He
10. They

Practice 9:
1. We're going to leave.
2. We're going to get up.
3. They're going to get up.
4. They're going to leave.
5. We're going to stay.
6. They're going to arrive.
7. We're going to get up.
8. They're going to stay.
9. They're going to leave.
10. We're going to arrive.
11. They're going to get up.
12. They're going to arrive.

Practice 13:
1. I'm going to stay.
2. I'm going to arrive.
3. He's going to get up.
4. I'm going to get up.
5. He's going to leave.
6. He's going to stay.
7. I'm going to leave.
8. He's going to get up.
9. He's going to arrive.
10. I'm going to stay.
11. I'm going to arrive.
12. I'm going to get up.

UNIT 9

Preparation

1. First, recall these two words. Repeat as shown.

   a. ( )x ( )x or ( )x ( )x

   b. ( )x ( )x or ( )x ( )x

   Comment: These words illustrate once again the interplay of the d and the j sounds. Also, you may have noticed that the speaker varies the vowel sound that we have been labelling i. Variation of this sort is common when this vowel is unstressed, as it is here. You may have noticed examples before. You need not try to be so precise and so versatile in your own speech as to keep up with such variations. A simple, unstressed i sound is always good.

2. Here is a new word which can be pronounced either with a d or with a j. (Notice also the vowel variation.)

   ( )x ( )x or ( )x ( )x

3. Recall this word which illustrates a parallel situation: the t sound alternating with the ch sound. (Again, notice the vowel variation.)

   ( )x ( )x or ( )x ( )x

4. Here are two new examples of the same thing.

   a. ( )x ( )x or ( )x ( )x

   b. ( )x ( )x or ( )x ( )x

5. Item b. above is the last part of a new word in this unit. Here is the first part of the word.

   ( ) ( ) ( )

6. Before practicing the word, recall these syllables from words you already know.
   a. (   )x (   )x from Silva
   b. (   )x (   )x from solteira
   c. (   )x (   )x (the word Qual)

7. These syllables all end in that special kind of l that sounds much like an English w. You should hear the same sound at the end of this next item.
   (   ) (   )

8. Now repeat. This is the first part of the word.
   (   ) (   ) (   )x (   )x

9. Here is the entire word, pronounced with the ch sound, as you will hear it in the dialog.
   (   ) (   ) (   )x (   )x (   )x

10. Here is something else. Repeat the following sequence of items. It will lead you gradually into a Portuguese word. The first item is the English word 'Betty'.
   a. (   ) (   )x (   )x
   b. (   ) (   )x (   )x
   c. (   ) (   )x (   )x
   d. (   ) (   )x (   )x
   e. (   ) (   )x (   )x
   Can you guess what the word means?

11. Now try this different kind of sequence. It too will lead you into a Portuguese word.
   a. (   )x (   )x
   b. (   )x (   )x
   c. (   )x (   )x
   d. (   )x (   )x
   e. (   )x (   )x

12. Recall the word for 'I' in Portuguese. It has one of those diphthongs that English speakers must make a special effort to pronounce.

( ) ( )x ( )x

13. Here is a word that has the same diphthong and rhymes with the word for 'I'. It means 'my'.

( ) ( )x ( )x

14. Here is a word which may already be familiar to you, the word for 'friend'.

( ) ( )x ( )x

15. And here is the way to say 'my friend'.

( ) ( )x ( )x

16. Portuguese speakers sometimes say literally 'the my friend'.

( ) ( )x ( )x

17. We are building up to something. Here is the way you say 'this is'.

( ) ( )x ( )x

18. And, finally, here is the way you say 'This is my friend', which is the lead-off line of the dialog.

( ) ( )x ( )x

19. Remember the word for 'Where'? It can be said two ways.

1. Onde ( )x ( )x
2. Onde ( )x ( )x

20. The word for 'from' is *de*. It too can be said two ways.

1. *de* ( )x ( )x
2. *de* ( )x ( )x

21. When we put these last two items together we have the sequence *De onde*?, which means 'From where?'. Practice saying it both ways.

1. *De onde*? ( )x ( )x
2. *De onde*? ( )x ( )x

Comment.

The sequence *De onde*? is part of a dialog line, 'Where are you from?' We are leading up to that line.

So far in this text you have used *você* and its plural form *vocês* as the equivalents of English 'you'. These forms are definitely on the informal side. Brazilians will often use them, for example, when talking to members of the immediate family and close friends.

There is another set of forms for 'you', more formal ones, that Brazilians generally use in their less familiar and less intimate relationships. They are the forms which are more appropriate for you, a non-Brazilian, to use during these early days of contact with native speakers of the language.

22. Here is the more formal way of saying 'you' when you are talking to a *man*.

( ) ( )x ( )x

23. You probably recognize that form as a combination of the word 'the' (*o*) plus the word which we have previously identified as 'mister' (*senhor*).

( )x ( )x

24. But, it does not mean 'the mister'. It means 'you'. Incidentally, notice the R sound.

'you' = o senho(R) ( )x ( )x ( )x

25. So, now you have another way of saying several previous dialog lines involving 'you'.

1. O senhor conhece essa moça? ( )x ( )x
2. O senhor pretende ficar aqui? ( )x ( )x
3. O senhor não vai comer? ( )x ( )x
4. Como vai o senhor? ( )x ( )x

26. There is a feminine counterpart to o senhor. Listen to this more formal way of saying 'you' if you are addressing a woman.

( ) ( )x ( )x

27. This is what it looks like.

a senhora ( )x ( )x ( )x

28. The word senhora rhymes with agora; the next to the last vowel sound of both words closely resembles the vowel of the English word 'paws'.

1. agora ( )x ( )x
2. a senhora ( )x ( )x

29. Now, let's use this form and direct the four questions of frame no. 25 above to a woman.

1. A senhora conhece essa moça? ( )x ( )x
2. A senhora pretende ficar aqui? ( )x ( )x
3. A senhora não vai comer? ( )x ( )x
4. Como vai a senhora? ( )x ( )x

30. Now try these sequences.

1. 'Are you married?'
A senhora é casada?* ( )x ( )x
2. 'Are you single?'
A senhora é solteira?* ( )x ( )x

31. The word for 'from' is de, pronounceable two ways.
1. de ( )x ( )x
2. de ( )x ( )x

32. If you want to ask a lady if she is from Washington, for example, you will say:
A senhora é de Washington? ( ) ( )x ( )x ( )x

33. Word for word, you are asking 'You are from Washington?'
( )x ( )x

34. If you want to ask where she is from, your wording will be 'From where you are?' Here again is 'From where?'
De onde? ( )x ( )x

35. And here is 'you are'.
a senhora é ( )x ( )x

36. Put them together in sequence and ask 'Where are you from?'
De onde a senhora é? ( )x ( )x ( )x

37. Now listen to this same question asked of a man. Do not repeat yet.
De onde o senhor é? ( ) ( ) ( )

*From previous dialogs you have learned to translate the verb form é as 'is'. When English demands it, as it does here, you must also learn to translate é as 'are'. (We simply don't say 'you is'.) This is another case of a Portuguese he-form covering the actor 'you' as well as the actors 'he', 'she' and 'it'.

38. You may have noticed that the 'r' of o senhor was the flapped r sound, rather than the R sound you practiced earlier. Listen again.

o senhor é ( ) ( ) ( )

39. This change from R to r is to be expected before a vowel sound. It is standard. Now repeat.

o senhor é ( )x ( )x ( )x

40. Now here is the complete question again ('Where are you from?).

De onde o senhor é? ( )x ( )x ( )x

Question and Comment.

When do you use these more formal forms and when do you use você(s)? You will find that usage varies from place to place, from group to group, and from individual to individual. Our best advice to you is that you should always use the formal forms with a Brazilian until he suggests using você. That way you will never risk an embarrassing situation by being too informal too soon.

Now, on to the dialog.

DIALOG

Portuguese	English
Sandra	
o amigo	the friend
meu	my
o meu amigo	my friend
este	this
Yara, este é o meu amigo, Bill.	Yara, this is my friend, Bill.
Bill	
o prazer	the pleasure
muito prazer	much pleasure
Muito prazer.	Glad to meet you.
Yara	
igualmente	equally, likewise
americano	American
Igualmente. O senhor é americano?	Likewise. Are you an American?
Bill	
sou	I am (I-form of 'being')
Sou, sim.	Yes, I am.
Yara	
de	of, from
de onde	from where
De onde o senhor é?	Where are you from?

	Bill	
sou de		I am from
Sou de Nova York.		I am from New York.
	Yara	
da		from the
a cidade		the city
Da cidade?		From the city?
	Bill	
do		from the
o estado		the state
Não, do estado.		No, from the state.

Grammatical Observations
and
Practice

1. Classification of Nouns: Gender

All Portuguese nouns can be grouped into two categories. Traditionally these two categories have been labeled 'masculine' and 'feminine', and all nouns are said to have either 'masculine' gender or 'feminine' gender. We will use this traditional terminology, but we must quickly point out that other labels such as 'x' and 'y' or 'black' and 'white' might do just as well, since in the case of most nouns masculinity and femininity have nothing whatsoever to do with their classification. Such items as 'house', 'wheel', 'ear', 'motivation' and 'fame' are all classifiable together as feminine nouns, even though femininity, as we normally think of the term, is not a characteristic of any of them. Similarly, 'program', 'eye', 'car', 'shoe' and 'book' fall together in the 'masculine' category, although there is really nothing masculine about any of them.

In the case of nouns referring to people (and many animals) the classifications generally do correspond to the sex of the person (or animal) referred to. This is certainly reassuring, because it would seem strange indeed to us if 'brother', 'uncle', 'mechanic' and 'bull' were not masculine, if 'sister', 'aunt', 'nurse' and 'cow' were not feminine, and if 'student', 'teacher' and 'cat' could not be either one.

It is wise to keep in mind, nevertheless, that it is not the item or the person that is classified as masculine or feminine; it is the noun itself. Native speakers know what classification a noun falls into. They don't struggle over the decision. Of course they have the advantage of having grown up with the language, so that for them gender selection is pretty much automatic. We English speakers must make a deliberate and conscious effort to sort out the nouns according to their gender.

Fortunately, it is often not nearly so difficult as it may seem to identify a noun as being masculine or feminine. The exercises that follow will show you some of the things to look for.

Practice 1: (Recorded)

Listen to the following group of familiar nouns. They are all feminine.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )
8. ( ) ( )

Notice that all of these nouns end in an unstressed a sound.

Practice 2: (Recorded)

Here are the same feminine nouns again. This time you should repeat them aloud.

1. ( )x ( )x
2. ( )x ( )x
3. ( )x ( )x
4. ( )x ( )x
5. ( )x ( )x
6. ( )x ( )x
7. ( )x ( )x
8. ( )x ( )x

It is helpful to know that most nouns that end in an unstressed a sound are feminine.

Practice 3: (Recorded)

Now listen to the following group of familiar nouns. All of these are masculine.

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )

You have probably noticed that all of these nouns end in an unstressed u sound.

Practice 4: (Recorded)

Here are the same masculine nouns again. This time you should repeat them aloud.

1. (   )x (   )x
2. (   )x (   )x
3. (   )x (   )x
4. (   )x (   )x
5. (   )x (   )x
6. (   )x (   )x
7. (   )x (   )x

It is helpful to know that *most* nouns that end in an unstressed *u* sound are *masculine*.

Observation

Probably 80% of all nouns in Portuguese end either with an unstressed *a* sound or an unstressed *u* sound. Since most of those that end in an unstressed *a* sound are feminine, and most of those that end in an unstressed *u* sound are masculine, it will pay you to be extra alert to the presence of these two sounds at the ends of nouns.

You may notice that with some speakers the unstressed *u* at times seems to be a bit more like an unstressed *o*. Just accept this as one more of the many variations to be found in Brazilian Portuguese.

Practice 5: (Recorded)

Listen to the following group of nouns. Some of them you have heard before, and some are new to you. Indicate which are feminine and which are masculine by making a check in the appropriate column in the chart below. The answers are at the end of this unit.

	Masculine	Feminine
1.	( )	( )
2.	( )	( )
3.	( )	( )
4.	( )	( )
5.	( )	( )
6.	( )	( )
7.	( )	( )
8.	( )	( )
9.	( )	( )
10.	( )	( )
11.	( )	( )
12.	( )	( )
13.	( )	( )
14.	( )	( )
15.	( )	( )
16.	( )	( )
17.	( )	( )
18.	( )	( )
19.	( )	( )
20.	( )	( )
21.	( )	( )
22.	( )	( )
23.	( )	( )
24.	( )	( )
25.	( )	( )
26.	( )	( )

Observation

The gender of the noun determines how we will say 'the (+ noun)'. That is, there is one way to say 'the' if the noun is masculine, another if the noun is feminine. We refer to this as gender agreement. The word for 'the' agrees in gender with the noun that it accompanies.

Practice 6: (Recorded)

The following items on the tape all say 'the (something feminine)' Listen and repeat.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x
5. ( ) ( )x ( )x
6. ( ) ( )x ( )x
7. ( ) ( )x ( )x

Practice 7: (Recorded)

The following items all say 'the (something masculine)'. Listen and repeat. Several of the items are new to you.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x
5. ( ) ( )x ( )x
6. ( ) ( )x ( )x
7. ( ) ( )x ( )x

Practice 8: (Recorded)

You will hear a series of nouns on the tape. After each one decide quickly if it is masculine or feminine; then say, in Portuguese, 'the (noun)'. Be sure the gender of 'the' agrees with the noun. Your response will be confirmed.

(1-22)

Practice 9: (Recorded)

Learn to say these items in Portuguese. Do them in order.

1. the car
2. He wants the car.
3. the house
4. He wants the house too.
5. He wants the car and the house.
6. the table
7. He wants the table too.
8. When is the party?
9. The party is tomorrow.
10. Where is the food?
11. The food is on the table.
12. We're going to avoid the traffic.
13. Do you know the girl?
14. Do you know the American?
15. Do you know Yara?*
16. Do you know Paulo?*
17. Yara* wants to talk with me.
18. Paul* wants to talk with me.
19. Santos* is in New York.

Observation

English 'the' and its Portuguese counterparts are traditionally referred to as the definite articles. English 'a' or 'an' and their Portuguese equivalents are called the indefinite articles. This is useful terminology.

Just as the gender of a noun determines how we say the definite article, so does it determine how we say the indefinite article. That is, the indefinite article is said one way if the noun is masculine, and another way if the noun is feminine. This is another manifestation of gender agreement. Observe this in the following practices.

*Portuguese frequently uses the word 'the' in front of names.

Practice 10: (Recorded)

The following items on the tape all say 'a/an (something feminine)'. Listen and repeat.

1. (   )   (   )x   (   )x
2. (   )   (   )x   (   )x
3. (   )   (   )x   (   )x
4. (   )   (   )x   (   )x
5. (   )   (   )x   (   )x
6. (   )   (   )x   (   )x
7. (   )   (   )x   (   )x

Practice 11: (Recorded)

The following items on the tape all say 'a/an (something masculine)'. Just listen this time. Do not repeat yet.

1. (   )   (   )
2. (   )   (   )
3. (   )   (   )
4. (   )   (   )
5. (   )   (   )
6. (   )   (   )

Observation

The masculine definite article 'the' and the masculine indefinite article 'a/an' sound somewhat similar. The difference is a matter of nasalization. 'A/an' is nasalized and 'the' is not nasalized. Listen to the difference in the next practice exercise.

Practice 12: (Recorded)

Listen to these pairs. In each case the first member of the pair is the indefinite article ('a/an') plus a masculine noun and the second member of the pair is the definite article ('the') plus the same masculine noun.

1.	(a/an)	(the)
2.	(a/an)	(the)
3.	(a/an)	(the)
4.	(a/an)	(the)
5.	(a/an)	(the)
6.	(a/an)	(the)
7.	(a/an)	(the)

Practice 13: (Recorded)

Listen carefully to these masculine nouns. Some of them you have not heard before. Decide in each case whether you hear the indefinite article ('a/an') or the definite article ('the') before the noun. Indicate which one you hear by making a mark in the appropriate column below. You can check your answers at the end of this unit. Remember, all of these nouns are masculine.

	a/an	the
1.	____	____
2.	____	____
3.	____	____
4.	____	____
5.	____	____
6.	____	____
7.	____	____
8.	____	____
9.	____	____
10.	____	____
11.	____	____
12.	____	____

Practice 14: (Recorded)

Now repeat these masculine nouns. Numbers 1-6 say 'a/an' plus a noun, and numbers 7-12 say 'the' plus a noun.

1-6 'a/an' something masculine ( )x ( )x
7-12 'the' something masculine ( )x ( )x

Practice 15: (Recorded)

This practice deals only with the indefinite articles, but it involves both genders, masculine and feminine. Practice these words and phrases until you can say them with relatively little effort.

1. a room
2. a friend
3. a daughter
4. a house
5. He wants a house.
6. a car
7. He wants a car.
8. He wants a car and a house.
9. a table
10. He wants a table too.
11. New York is a state.
12. New York is a city too.
13. a phone call (*See note on next page.)
14. He's going to make a phone call.

Observation

Many nouns do not end in an unstressed u sound or an unstressed a sound. In these instances it is often possible to know the gender via other clues; at other times there is no pattern to guide you and you must find out what the gender is and simply memorize it. In all cases it is highly desirable to train yourself to memorize the gender of a noun when you first begin to use it.

Below you will find the nouns which have already been presented, but which could not conveniently be included in the practice exercises of this unit. You should learn their genders right now if you have not already done so. Notice that some of them do not end in an unstressed *a* or unstressed *u* sound.

Feminine	Masculine
manhã	senhor
fome	parque
cidade	prazer
	Santos
	José
	dia*

---

*Take note that *telefonema* and *dia* end in an unstressed *a* sound but that they are *masculine* nonetheless. These are among the exceptions that prove the rule.

COMPREHENSION

Listen to these items on the tape and tell your instructor the number of any that you cannot understand.

APPLICATIONS

A. Follow along with these questions and answers as they are given on the tape. Then be sure that you can do them live with your instructor or a fellow student.

1. Where are you from?
   I'm from Minnesota.

2. Where is Paul from?
   He's from Minnesota also.

3. Where is Alice from?
   She's from Utah.

4. And Kathy, where is she from?
   She's from Maryland.

5. And Bill, where is he from?
   He's from Vermont.

6. Are you from New York?
   Yes, I am.

7. Is Bill from New York?
   Yes, he is.

8. Is Frank from New York too?
   No, he's not.

9. Is she from Boston?
   No, she's not. She's from Detroit.

B. How would you say the following in Portuguese? Take them in order. Do not translate items in brackets. (These are *not* recorded.)

1. I am [an] American.
2. I am from New York.
3. I am not from the city; I'm from the state.
4. This is my friend, Bill.
5. Bill is [an] American too.
6. But he's not from New York.
7. He's from Washington.
8. He's not from the state; he's from the city.
9. And you? Where are *you* from?
10. I'm from __________.
11. Oh, really? Mr. Jones is from there too.
12. But Mr. Jones' daughter isn't from there.
13. Which one? Linda?
14. No, the other daughter. The oldest one. Betty.
15. Where is she from?
16. She's from Boston.

C. Be prepared to engage in these dialogs with your instructor. (These are not recorded.)

1. A. Do you know Bill White?
   B. The American? Yes, I know him.

   A. Where is he from?
   B. He's from New York. From the city!

   A. Oh, really?! I know the city well.

2. A. Do you know Fred Marks?
   B. Sure, he's my friend.

   A. Is he an American?
   B. Yes, he is. He's from Pittsburgh.

   A. From where?
   B. From Pittsburgh. A city in Pennsylvania.

3. A. I'm hungry. Let's go eat! (Vamos comer!)
   B. So am I! (I, too). Do you want to leave now?

   A. Sure!.......this is my [illegible].
   B. Let's go!

Answers:

Practice 5.

1.	F	14.	F
2.	F	15.	M
3.	F	16.	F
4.	M	17.	F
5.	M	18.	M
6.	M	19.	F
7.	F	20.	F
8.	M	21.	F
9.	M	22.	M
10.	F	23.	M
11.	F	24.	M
12.	M	25.	F
13.	M	26.	F

Practice 13.

1.	a/an	7.	the
2.	a/an	8.	a/an
3.	the	9.	a/an
4.	the	10.	the
5.	the	11.	the
6.	a/an	12.	a/an

UNIT 10
PREPARATION

Pronunciation Practice

1. Here is a new word. You will hear it pronounced two ways. Repeat as shown.

   a. ( ) ( )x ( )x
   b. ( ) ( )x ( )x

2. Here is another new word which can also be pronounced two ways. Repeat as shown. Can you guess its meaning?

   a. ( ) ( )x ( )x
   b. ( ) ( )x ( )x

3. Now try this sequence leading up to another new word.

   a. ( )x ( )x
   b. ( )x ( )x
   c. ( )x ( )x
   d. ( )x ( )x

4. The very last sound of that word is the l sound that closely resembles an English w. Here is the last syllable again, followed by the whole word. Can you guess its meaning?

   a. ( )x ( )x ( )x
   b. ( )x ( )x ( )x

5. Recall these familiar words.

   a. ( ) ( )x ( )x
   b. ( ) ( )x ( )x

6. Now repeat this:

   ( ) ( )x ( )x ( )x

7. And this.

   ( ) ( )x ( )x ( )x

8. Now try this.

( ) ( )x ( )x ( )x

9. And this.

( ) ( )x ( )x ( )x

10. Item 'a' below is the he form of 'work'. Listen first to item 'a', then listen to item 'b'. What form is item 'b'?

a. ( ) ( )

b. ( ) ( )

(I-form)

11. Repeat again the he-form and the I-form of 'work'.

a. he-form: ( )x ( )x

b. I-form: ( )x ( )x

12. Recall this word, paying particular attention to the R sound.

( ) ( )x ( )x

13. Here is another familiar word with the same kind of R sound in the same place, i.e. at the end of a syllable.

( ) ( )x ( )x

14. Sometimes this R sound appears at the very end of a word.

( )x ( )x ( )x ( )x

15. Here is the same R sound at the beginning of a syllable within a word.

( ) ( )x ( )x

16. And here finally is the same R sound at the beginning of a word. (This is a new word.)

( ) ( )x ( )x ( )x

17. In summary, you will find this R sound

1. At the beginning of a syllable.

a. ( ) ( )x ( )x

b. ( ) ( )x ( )x

2. And at the end of a syllable.
    a. ( ) ( )x ( )x
    b. ( ) ( )x ( )x

18. Here is a new word. Where is the nasal vowel, in the first syllable or in the second syllable?
    ( ) ( ) ( )

(first)

19. Repeat, making sure the first vowel is nasal.
    ( ) ( )x ( )x ( )x

Grammar

Part I: Contractions

20. This is 'a week' in Portuguese.
    ( ) ( ) ( )

21. Repeat.
    ( ) ( )x ( )x ( )x

22. How would you say 'the week'?

(a semana)

23. Repeat 'the week'.
    ( ) ( )x ( )x ( )x

24. Here is the word 'avenue' in Portuguese.
    ( ) ( )x ( )x ( )x

25. This is what it looks like: avenida.

26. Repeat again.
    ( )x ( )x

27. How would you say 'an avenue?

(uma avenida)

Verify with the tape, and repeat: ( )x ( )x

28. How would you say 'the avenue'?

(a avenida)

29. The first two a sounds of a a avenida are likely to run together: aavenida. Listen and repeat.

( )x ( )x ( )x

30. Listen closely now. This is 'on the avenue', or 'in the avenue'.

( ) ( ) ( )

31. This is what it looks like: na avenida.

32. The word na is a contraction of the words em (meaning 'in' or 'on') and a (meaning 'the'). That is, em + a = na. This is an obligatory contraction, one you must make. In this respect it is different from most English contractions like 'can't', 'won't', 'he's', etc., which we can either make or not make as we see fit.

33. Here again is 'in (on) the avenue'. Repeat as shown.

( ) ( )x ( )x ( )x

34. Recall the word 'room'.

( ) ( )x ( )x

35. How would you say 'in the room'?

(na sala)

Verify with the tape, and repeat: ( )x ( )x

36. How would you say 'in the house'?

(na casa)

Verify with the tape, and repeat: ( )x ( )x

37. How would you say 'in (at) the party'?

(na festa)

Verify and repeat: ( )x ( )x

38. This is how you say 'the city'.

( ) ( )x ( )x

39. How would you say 'in the city'?

(na cidade)

Verify and repeat: ( )x ( )x

40. If em + a always contracts to na, what would you guess that em + o always contracts to? That is, how would you say 'in the (+) something masculine'?

(no)

41. Right! Em + o always contracts to no. Listen to it and repeat. It is another obligatory contraction.

( ) ( ) ( )x ( )x ( )x

42. For example, this is how you say 'in the car'.

( ) ( ) ( )x ( )x

43. How would you say 'in the state'?

(no estado)

Verify and repeat: ( )x ( )x

44. How would you say 'in the park'?

(no parque)

Verify and repeat: ( )x ( )x

45. 'In the traffic' would be ....?

(no tráfego)

Verify and repeat: ( )x ( )x

46. This is the word for 'center' or 'downtown'.

( ) ( )x ( )x ( )x

47. Now, how would you say 'in the center'?

(no centro)

Verify and repeat: ( )x ( )x

48. Portuguese speakers, when referring to Brazil, say 'the Brazil', much as we Americans do when we refer to our country as 'the United States'. Listen to '(the) Brazil', then repeat.

( ) ( ) ( )x ( )x ( )x

49. Is Brazil masculine or feminine?

( ) ( )

(masculine)

50. How would you say 'in (the) Brazil'?

(no Brasil)

Verify and repeat: ( )x ( )x

51. Similarly, when talking about their city of Rio de Janeiro, Brazilians say 'the Rio'.

( ) ( ) ( )x ( )x ( )x

52. Is the word 'Rio' masculine or feminine?

( ) ( )

(masculine)

53. How would you say 'in (the) Rio'?

(no Rio)

Verify and repeat: ( )x ( )x

54. In an item like 'I'm at home' (Estou em casa) there is no possibility of contraction because the word 'the' is not present. However, if you wanted to say 'I'm in the home of my friend' you would use the contraction (na casa).

Part II. Position of Descriptive Adjectives

55. In English we customarily place descriptive adjectives before the nouns they modify: 'handsome man', 'American Embassy', 'bad boy', 'terrific idea', etc.

56. In Portuguese, descriptive adjectives generally come after the nouns they modify. In the dialog for this unit you will find 'American Embassy' turned around and delivered in Portuguese as 'Embassy American'. The phrase 'President Wilson Avenue' (in which 'President Wilson' serves as an adjective) is given in Portuguese as 'Avenue President Wilson'. In the next unit you will notice that 'marvelous views' is literally 'views marvelous' in Portuguese.

57. How would you say 'old table' in Portuguese?

(mesa velha)

Verify: ( )x ( )x

58. How would you say 'American friend'?
(amigo americano)

Verify: (   )x   (   )x

59. How would you say 'married daughter?
(filha casada)

Verify: (   )x   (   )x

60. Now go on to the dialog, following the same three steps as always.

DIALOG

Portuguese	English
Yara	
desde quando	since when
o Brasil*	Brazil
no Brasil	in Brazil
Desde quando o senhor está no Brasil?**	How long have you been in Brazil?
Bill	
estou	I am
aqui	here
a semana	the week
há	(special form)
há uma semana	for a week
Estou aqui há uma semana.	I have been here (I am here) for a week.
Yara	
trabalha	work (he-form)
o Rio	Rio (de Janeiro)
no Rio	in Rio
O senhor trabalha no Rio?	Do you work in Rio?
Bill	
trabalho	work (I-form)
a embaixada	the embassy
na embaixada	in the embassy
Trabalho, sim. Na Embaixada Americana.	Yes, I do. In the American Embassy.
Yara	
Onde é a Embaixada?	Where is the Embassy?

---

* Notice that Brasil is spelled with an s.

** Literally, 'Since when are you in Brazil?'

Bill

o centro	the center, downtown
no centro	in the center of town, downtown
a avenida	the avenue
na avenida	on the avenue
É no centro, na avenida Presidente Wilson.*	It's downtown, on President Wilson Avenue.

---

*Note on a dilemma solved:

The American Embassy is now in Brasilia. To alter the text material of this and subsequent units to reflect this move would be cumbersome, time-consuming and, we hope, quite unnecessary. Therefore we will simply acknowledge the Embassy's new location by means of this note. The phrase na avenida Presidente Wilson is still useful to personnel going to Rio, because the U.S. Consulate General is now located there, in what used to be the Embassy building. (Consulate General = Consulado Geral. Practice this item with your teacher.)

Grammatical Observations
and
Practice

Part I. Contractions

Practice 1: (Recorded)

In this exercise you will hear a group of feminine nouns. In the pause after each noun you are to say na plus the noun. Thus if you hear sala you will respond with na sala, 'in the room'. You will hear your response confirmed.

Practice 2. (Recorded)

In this exercise you will work with a group of masculine nouns. Respond to each with no plus the noun. Confirm your response.

Practice 3: (Recorded)

In this exercise the masculine and feminine nouns appear in mixed order. Respond with no or na plus the noun.

Part II. 'Being'

Observation

By this time it is becoming more and more obvious to you that Portuguese is not a mirror image of English. The language handles a number of things much differently from the way we handle them in our own language. You can recall several instances where the Portuguese grammatical construction is not a direct 'reflection' of the English counterpart. For example, Portuguese often has endings on verb forms whose English equivalents have none. Also, you have learned that Portuguese groups its nouns into two categories, masculine and feminine. English, of course, has no such categorization for gender.

Frequently Portuguese does not record the events of the everyday world from the same point of view as English. For example, Portuguese has two ways of expressing the concept of 'being'. That is, Portuguese has two ways of saying 'I am', 'he is', 'she was', 'they were', etc. Portuguese does this by using two different verbs. In their neutral forms these verbs are:

ser and estar

They both translate into English as 'to be'.

The choice of ser or estar is very carefully dictated by circumstances. There are certain situations which require a form of ser, and there are others that require a form of estar. It is a rare situation which will allow either one indiscriminately.

You have already learned to use some of the forms of these two verbs, probably without knowing quite 'why'. In this and subsequent units we will explain some of the 'whys'.

The two forms of ser that you know so far are sou and é. The two forms of estar that you know are estou and está.

Recall the following examples:

ser	estar
De onde o senhor é?	Estou aqui.
Sou de Nova York.	Você está no Brasil.
Onde é a Embaixada?	Onde está o Santos?
É na Avenida P. Wilson.	Está em casa.

The above examples serve to illustrate several points:

1. If you want to say or ask where somebody or something is from, use the proper form of ser.

Sou de Nova York.	(I am from New York.)
Ela é de Washington.	(She is from Washington.)
De onde o senhor é?	(Where are you from?)
O carro é do Brasil.	(The car is from Brazil.)

2. If you want to say or ask where somebody or something is (i.e. its location, not its origin) then you will have to choose between ser and estar. If the item you are talking about is by its very nature permanently fixed in its location, you will use a form of ser. If the item (or person) you are talking about can be moved from its location, that is if it's not permanently fixed, you will use a form of estar.

Examples with ser:

Onde é a Embaixada?

É no centro.

(The embassy building is immovable; it is fixed in its location.)

O Rio é no Brasil.

(Likewise, Rio cannot be removed from Brazil.)

Examples with estar:

Onde está o Santos?

Está em casa.

Estou aqui no Brasil.

(People are always movable; they are never fixed in their location, at least not in the sense that a building or a city is.)

A mesa está na sala.

O carro está no centro.

(Tables and cars are examples of things which are not normally fixed geographically.)

Practice 4. (Recorded)

Listen to this exercise. Instructor A will ask Instructor B where he is, and the latter will respond with a variety of answers. Since Instructor B is movable, the forms está and estou (from estar) are used in these interchanges. These are recorded with você.

Practice 5: (Recorded)

This time Instructor A will ask you where you are. You are to reply using the cues suggested in brackets below. Start each answer with the form estou. You will hear your response confirmed.

1. (...................?) [in the living room]
2. (...................?) [in the Embassy]
3. (...................?) [in (the) downtown]
4. (...................?) [in (the) Brazil]
5. (...................?) [at the party]
6. (...................?) [in the park]
7. (...................?) [on (the) President Wilson Ave.]
8. (...................?) [in the city]
9. (...................?) [here]

Practice 6: (Recorded)

In this exercise one instructor will ask the other where somebody or something is, and the latter will reply with a variety of answers. In each case the person or thing talked about is movable, so está is used. Just listen.

Practice 7: (Recorded)

Now you will hear a similar set of questions and you are to provide the answers during the pause following each one. Use the locations suggested in the brackets.

1. (...................?) [in the park]
2. (...................?) [in the Embassy]
3. (...................?) [in the living room]
4. (...................?) [in the city]
5. (...................?) [downtown]
6. (...................?) [here]
7. (...................?) [in Rio]
8. (...................?) [in the living room]
9. (...................?) [at the party]
10. (...................?) [in Brazil]
11. (...................?) [on President Wilson Ave.]

Practice 8:

If you were to ask the location or whereabouts of the following, which verb form--é or está--would you use? Remember, movability is the key. Indicate your choice by writing either é or está in the blanks. You can check your answers below, preferably after you have done them all.

1. Onde ________________ [the American Embassy]?
2. Onde ________________ [New York]?
3. Onde ________________ [President Wilson Avenue]?
4. Onde ________________ [my friend]?
5. Onde ________________ [Paulo]?
6. Onde ________________ [the car]?
7. Onde ________________ [the park]?
8. Onde ________________ [the museum]?
9. Onde ________________ [my hat]?
10. Onde ________________ [my sister]?
11. Onde ________________ [your sister]?
12. Onde ________________ [your office]?
13. Onde ________________ [the cafeteria]?
14. Onde ________________ [Yara]?
15. Onde ________________ [São Paulo]?
16. Onde ________________ [the president]?

Answers: 1.é 2.é 3.é 4.está 5.está 6.está 7.é 8.é 9.está
10.está 11.está 12.é 13.é 14.está 15.é 16.está

Practice 9: (Recorded)

Now, ask these questions in Portuguese. Check the tape for verification.

1. Where is Paul?
2. Where is the car?
3. Where is José?
4. Where is the Embassy?
5. Where is President Wilson Avenue?
6. Where is Maria?
7. Where is my friend?
8. Where is Brazil?
9. Where is the living room?
10. Where is the traffic?
11. Where is the food? [Refer to practice 10 below.]

Practice 10: (Recorded)

You originally learned to say No. 11 above by inserting the phrase é que after the question word onde. That is, you learned 'Onde é que está a comida?' (Where is it that is the food?). Listen now as your tape instructor goes through all of the questions in Practice 9 and inserts é que in each one of them. This means that in addition to hearing the sequence Onde é que está?, as in No. 11, you will also hear the sequence Onde é que é?, as in No. 4 where the obviously fixed location of the living room requires the use of the form é. These two sequences, Onde é que está? and Onde é que é? are two longer, and very common, ways of asking 'Where is?' Listen carefully.

Practice 11: (Recorded)

Now you do the same thing. Go through the questions of Practice 9 above and insert é que in each. Check the tape for confirmation.

Practice 12:

Prepare the following brief dialogs so that you can participate in them with your instructor or a fellow student.

1. A. Where is Paul today?
   B. He's at the American Embassy.

   A. And where's the American Embassy?
   B. It's in Brasilia.

2. A. Where is Maria from?
   B. She's from Washington.

   A. Where is she now?
   B. She's at home.

3. A. My friend is from New York.
   B. Does he work in Rio?

   A. Yes, he does. Downtown. But he's not in Rio now.
   B. Where is he?

   A. He's in Washington.

4. A. Where's the car?
   B. It's on President Wilson Avenue.

   A. Is President Wilson Avenue downtown?
   B. It is.

Practice 13: (Recorded)

Here are some questions that can be answered either 'yes' or 'no'. Answer them in the affirmative, using the appropriate verb form followed by sim. Sample answers:

Está, sim.
É, sim.

Your response will be confirmed.

Practice 14: (Recorded)

Here are the same questions. This time answer them in the negative. Sample answers:

Não, não está.
Não, não é.

Part III: More contractions

Observation:

You have seen how the word em combines with the definite articles o and a to form the contractions no and na.

The word em may also combine with the indefinite articles to form contractions. These contractions are not obligatory, however. They are optional. Sometimes they are made and sometimes they are not.

You may recall that the indefinite articles look like this:

um for masculine items (The m appears in print but it is not pronounced.)
uma for feminine items

When em combines with them, this is what happens:

em + um = num
em + uma = numa

For example, the phrase 'in a house' brings em and uma together. If the Portuguese speaker contracts them, the resulting phrase is:

numa casa 'in a house'

Likewise, the phrase 'in a car' brings em and um together. If the Portuguese speaker contracts them, the resulting phrase is:

num carro 'in a car'

Practice 15: (Recorded)

Here are some examples of the contractions num and numa. Repeat after your instructor as indicated.

1. 'in a house': ( ) ( )x ( )x
2. 'in a city': ( ) ( )x ( )x
3. 'in a car': ( ) ( )x ( )x
4. 'in a state': ( ) ( )x ( )x
5. 'at a party': ( ) ( )x ( )x
6. 'on an avenue': ( ) ( )x ( )x
7. 'in an embassy': ( ) ( )x ( )x
8. 'in a park': ( ) ( )x ( )x

COMPREHENSION

Listen to these items on the tape and make a note of those that you do not understand.

APPLICATIONS (Recorded)

I. Practice putting these exchanges into Portuguese. They are recorded.

1. How long have you been in Washington?
   I've been here for a week.
2. How long have you been in Brazil?
   I've been here for five weeks.
3. How long have you been in Rio?
   I've been here for eight days.
4. Do you work in the American Embassy?
   Yes, I do.
5. Do you work downtown?
   Yes, I do. The Embassy is downtown.
6. Do you work with José?
   No, I don't. I work with Paulo.
7. Does Yara work in Washington?
   Yes, she does. She works downtown.
8. Does Bill work in Washington?
   No, he works in New York.
9. I work in Washington. Where do you work?
   I work in Washington too.
10. Paulo works in the Embassy. Where does Yara work?
    She works in the Embassy too.
11. Are you going to work in Brazil?* (See Note next page.)
    Of course. I'm going to work in the Embassy.
12. Where are you going to work?
    I'm going to work in the Embassy too.
13. I'm going to work in São Paulo.
    Really?! You're not going to work in the Embassy?

14. Are you going to work in Brasilia too?
No, I'm not. I'm going to work in Rio.

15. We are going to work in Rio, in the Consulate General.
Really?! (Ah, é?!) I'm going to work there too.

16. They aren't going to stay in Rio?!!!
No, they're not. They're going to leave tomorrow.

17. They aren't going to work today.
Why not?
They don't want [to].

18. Where's the American Embassy?
It's in Brasilia.

19. Where's Joe?
He's at home.

20. Where's Paul?
He's at a party. (numa)

21. Maria isn't here. Where is she?
She's going to stay at home today.

22. Is Bill going to arrive tomorrow?
Yes, he is. Very early.

23. When is Sandra going to arrive?
She's going to arrive today.

24. When is she going to leave?
She's going to leave today too.
Oh, is that right?!! (Ah, é?!)

---

*Some of these exchanges utilize the neutral form for 'work', i.e. trabalhar.

II. Practice saying these groups of sentences in Portuguese.

A. 1. We're not going to leave now.
2. We're going to leave later.
3. We're going to leave at ten o'clock.
4. We're going to avoid the traffic.

B. 1. We're not going to arrive at eight.
2. We're going to arrive early.
3. We're going to arrive at seven thirty.

C. 1. I want to stay here.
2. I'm going to stay here until tomorrow.
3. I'm going to leave tomorrow.
4. And I'm going to leave early, at 7:30.

D. 1. Yara wants to visit the park.
2. But she does not want to visit the park today.
3. She can not visit the park today.
4. But she can visit the park tomorrow.
5. And she is going to visit the park tomorrow.

E. 1. I don't want to get up early.
2. I don't want to get up at seven.
3. I can't get up at seven!
4. I want to get up at ten.
5. And I'm going to get up at ten!

F. 1. I want to avoid the traffic, of course.
2. But I don't want to get up at seven.
3. I'm going to get up at ten.
4. I'm going to leave at 10:30.
5. And I'm going to avoid the traffic!

G. 1. They want to leave now.
2. They don't want to leave later.
3. They are going to leave now.
4. And they are going to leave together.

UNIT 11

PREPARATION

Part I. Pronunciation

1. Repeat these familiar words.

só ( )x ( )x
posso ( )x ( )x
pode ( )x ( )x
agora ( )x ( )x
fome ( )x ( )x

2. All of the above words have a vowel sound in common, the vowel sound of the word só. Henceforth we will use traditional terminology and refer to this sound as the 'open O'. (The capital letter O is our choice of a convenient symbol to represent this sound; it is not standard spelling. Recall our choice of capital E to represent another open vowel.)

3. The other kind of o sound, the kind heard in comer, você and podemos, is traditionally referred to as a 'closed o'. We have already discussed the terms 'open' and 'closed' as they apply to the E and e sounds. The application to the O and o sounds is similar. The tongue is farther away from the roof of the mouth for the open O than it is for the closed o. That is, for the O there is a relatively larger space or 'opening' between the tongue and the roof of the mouth. For the o there is a relatively smaller opening; the space is more 'closed'. Thus the terms 'open' and 'closed' have their origins in the physical realities of speech. You may not be able to actually feel the difference between the open O and the closed o. (Many people cannot). But you should be able

to hear the difference, and through careful mimicry and practice you should be able to maintain it in your own speech.

4. Listen to these pairs of contrasting words. In each case, the first word of the pair has the open O, and the second word has the closed o.

1. (   )   (   )
2. (   )   (   )
3. (   )   (   )
4. (   )   (   )
5. (   )   (   )

5. Here are the same pairs again. Repeat each word right after you hear it. Do this frame several times until you are reasonably sure you are making the correct distinction.

1. (   )x   (   )x
2. (   )x   (   )x
3. (   )x   (   )x
4. (   )x   (   )x
5. (   )x   (   )x

6. Now here are the new words from this unit that contain the open O. Listen and repeat.

1. (   )   (   )x   (   )x   (   )x
2. (   )   (   )x   (   )x   (   )x
3. (   )   (   )x   (   )x   (   )x
4. This five-syllable word is built up gradually on the tape.

7. Recall these two words, paying particular attention to the underlined sound.

a. conheço   (   )x   (   )x
b. senhor   (   )x   (   )x

8. Now repeat these two new words, each of which contains this same sound.

a. ( ) ( )x ( )x ( )x
b. ( ) ( )x ( )x ( )x

9. Here is another new word. It has a nasal diphthong, and it rhymes with bem.

( ) ( )x ( )x ( )x

Part II. New Structures

Plurals

10. Most nouns ending in a vowel are made plural by adding an s sound. Listen to these examples, and repeat the last two times as shown.

a. casa ( ): casas ( ) ( )x ( )x
b. carro ( ): carros ( ) ( )x ( )x
c. parque ( ): parques ( ) ( )x ( )x

11. How would you say the plural of 'party' in Portuguese?
(festas)

Verify: ( )x ( )x

12. How would you say 'cities'?
(cidades)

Verify: ( )x ( )x

13. How would you say 'weeks'?
(semanas)

Verify: ( )x ( )x

14. In the speech of many people from the Rio area (and some other areas as well) this final s sound may closely resemble the English sh sound. Listen closely to these examples spoken by a Rio speaker:

casas ( ) ( )
carros ( ) ( )
cidades ( ) ( )
parques ( ) ( )
semanas ( ) ( )

15. The definite and indefinite articles also become plural when the noun that they accompany is plural. Observe these plural forms below and listen to them on the tape. Repeat where shown.

1. o ( ): os ( ) ( )x ( )x
2. a ( ): as ( ) ( )x ( )x
3. um ( ): uns ( ) ( )x ( )x
   (The spelling changes from m to n, but neither m nor n is heard in speech.)
4. uma ( ): umas ( ) ( )x ( )x

16. Now, observe these examples with the definite articles. Follow along on the tape and repeat the last two times as shown.

1. the cars - os carros ( ) ( )x ( )x
2. the parties - as festas ( ) ( )x ( )x
3. the cities - as cidades ( ) ( )x ( )x
4. the parks - os parques ( ) ( )x ( )x

This illustrates the process known as number agreement. A singular noun requires a singular form of 'the'; a plural noun requires a plural form of 'the'. The noun and the word 'the' thus agree in number.

17. Now observe these examples with the indefinite articles. When the indefinite articles are pluralized the usual English equivalent is 'some'. Observe the following examples and follow along on the tape.

1. some cars - uns carros ( ) ( )x ( )x
2. some parties - umas festas ( ) ( )x ( )x
3. some cities - umas cidades ( ) ( )x ( )x
4. some parks - uns parques ( ) ( )x ( )x

Again, these examples illustrate number agreement. Singular nouns are preceded by a singular form of the indefinite article, and plural nouns are preceded by a plural form. The plural forms are translatable as English 'some'.

18. How would you say 'the weeks'?
(as semanas)
Verify: ( )x ( )x

19. How would you say 'some weeks'?
(umas semanas)
Verify: ( )x ( )x

20. How would you say 'the rooms'?
(as salas)
Verify: ( )x ( )x

21. How would you say 'some rooms'?
(umas salas)
Verify: ( )x ( )x

22. Many Rio speakers will pronounce the following plural forms with the 'sh' - type sound we mentioned earlier in frame No. 14. Listen to the Rio speaker on the tape. You need not repeat.

(frame 22 continued)

1. os (   ) as (   ) uns (   ) umas (   )
2. os carros (   ) as festas (   )
3. uns carros (   ) umas festas (   )

Comment:

In order to continue with this examination of plurals it is necessary that you be familiar with the terms voiced and unvoiced.

Any speech sound which is produced with the vocal cords vibrating is said to be voiced. Any speech sound which is produced with the vocal cords at rest is said to be unvoiced.

Your first impression may be that the vocal cords are in operation for all speech sounds and that therefore all speech sounds are voiced. Such is not the case, however.

English has several sounds that are unvoiced. The f is a good example. The vocal cords do not vibrate as you produce the f sound. You do not use your voice. You have to whisper the sound. There's simply no other way to say it. If you do force the vocal cords to vibrate, you are no longer producing the f. You are producing the v. The v is a voiced sound. With a bit of careful self-examination you will realize that the principal phonetic difference between our words fat and vat is that the vocal cords are vibrating for the v but not for the f.

You can notice similar distinctions in the following pairs of English words. Read them aloud in pairs, and notice that the presence or the absence of voicing on the first consonant sound makes all the difference in the world.

bet	pet	veal	feel
ban	pan	van	fan
den	ten	zip	sip
dare	tear	zeal	seal
god	cod		
game	came		

Portuguese has voiced and unvoiced sounds too. It is not necessary for us to sort them all out, but it is helpful to realize that the presence or absence of voicing often affects the way adjacent sounds are pronounced. We will show you how this works with regard to the pluralization of the definite and indefinite articles, which is, after all, what we are dealing with here.

In frames 10-21 above we pluralized the definite and indefinite articles by adding an s sound. The s is unvoiced. It is significant that the first sound of each of the nouns is also unvoiced (the p of parque, the f of festa, the s sound of cidade and sala, and the k sound of carro). It is because these sounds are unvoiced that the plural forms of the articles have the unvoiced s. The two unvoiced elements form a kind of pair.

os‿parques
as‿festas
os‿carros
as‿cidades
as‿salas

By way of contrast, you will notice in the examples that follow that when the first sound of the noun is voiced, the definite and indefinite articles do not have the unvoiced s sound. They have the voiced z sound instead. For example, you will hear 'oz‿amigos' (the friends) and 'az‿mesas' (the tables), both with a z sound rather than the s sound you might have expected. The a of amigos and the m of mesas are both voiced and each of them colors the preceding sound (the pluralizing s) to the point where it too becomes voiced and changes from an s to a z. (All of this happens in speech. In the writing system this z sound is still written with an s.)

23. Listen for the z sound in these examples where the noun begins with a voiced vowel sound. The z is indicated here by an underlined s.

1. as avenidas ( )x ( )x
2. as embaixadas ( )x ( )x
3. os americanos ( )x ( )x
4. os estados ( )x ( )x

5. umas avenidas ( )x ( )x
6. umas embaixadas ( )x ( )x
7. uns americanos ( )x ( )x
8. uns estados ( )x ( )x

24. How would you say 'the friends'?
(os amigos)
Verify: ( )x ( )x

25. How would you say 'some friends'?
(uns amigos)
Verify: ( )x ( )x

26. How would you say 'the Americans'?
(os americanos)
Verify: ( )x ( )x

27. How would you say 'some Americans'?
(uns americanos)
Verify: ( )x ( )x

28. Listen for the z sound in these examples where the noun begins with a voiced consonant sound.

1. as mesas ( )x ( )x
2. as moças ( )x ( )x
3. as velhas ( )x ( )x
4. as vistas* ( )x ( )x
5. os dias ( )x ( )x

6. umas mesas ( )x ( )x
7. umas moças ( )x ( )x
8. umas velhas ( )x ( )x
9. umas vistas ( )x ( )x
10. uns dias ( )x ( )x

*'The views'. New in this unit.

29. So, how do you say 'the tables'?
(as mesas)
Verify: ( )x ( )x

30. And how do you say 'the girls'?
(as moças)
Verify: ( )x ( )x

31. How would you say 'some girls'?
(umas moças)
Verify: ( )x ( )x

32. Finally, how do you say 'the days'?
(os dias)
Verify: ( )x ( )x

33. The Rio speaker is very likely to give the z sound before voiced consonants a slightly different treatment. You can expect him to pronounce it in a way that resembles our English z of azure or our s of pleasure. But note that he will do this only in front of voiced consonants, not in front of vowels. Listen to these samples spoken by a Rio speaker. You need not repeat.

(1 - 4)

34. Now, recall these four contractions.

no ( )x ( )x
na ( )x ( )x
num ( )x ( )x
numa ( )x ( )x

35. These contractions are made plural when the noun they go with is plural.

nos ( )x ( )x
nas ( )x ( )x
nuns ( )x ( )x
numas ( )x ( )x

36. Here are some examples. Listen for the *z* sound in 2 and 4 where the noun begins with a *voiced* sound.

1. nas cidades ( )x ( )x 'in the cities'
2. no*s* estados ( )x ( )x 'in the states'
3. nuns carros ( )x ( )x 'in some cars'
4. numa*s* mesas ( )x ( )x 'on some tables'

37. Give the English equivalents of these items that you hear on tape.

1. ( ) ( )
(in the parks)
2. ( ) ( )
(at the parties)
3. ( ) ( )
(in the cars)
4. ( ) ( )
(in some cars)
5. ( ) ( )
(on some tables)
6. ( ) ( )
(on some avenues)
7. ( ) ( )
(on the tables)
8. ( ) ( )
(in the embassies)
9. ( ) ( )
(in some embassies)

38. In unit 7 you learned that the phrase *é que* may be inserted after a question-word. We noted that the question 'Where is Santos?' can be asked in two ways.

Onde está o Santos?
Onde é que está o Santos?

In this unit we will again insert *é que* after a question-word. The question word in this case is 'What?'. In

Portuguese it is 'O que?' Listen and repeat.

O que? ( ) ( )x ( )x ( )x

39. By inserting é que immediately afterwards we have a longer but equally common way of asking 'What?'. It is not really so much a tongue twister as it seems.

O que é que? ( ) ( )x ( )x ( )x

40. 'What do you want?' (What is it that you want?) would then be said like this:

( ) ( ) ( )x ( )x

41. You will learn some more he-forms in this unit. Here is the he-form of liking; i.e., this is the way you say 'he likes', 'you like', etc.

( ) ( ) ( )x ( )x

42. What do you suppose this word means? Repeat as shown.

( ) ( ) ( )x ( )x

(I like)

43. Here is another he-form. It means 'he has', 'you have', etc.

( ) ( )x ( )x ( )x

44. What do you suppose this word means?

( ) ( ) ( )x ( )x

(I have)

45. The forms for 'I have' and 'he has' when said at normal speed are sometimes hard for the untutored American ear to distinguish. Listen to them side by side in this frame.

a. I have ( ) He has ( )
b. He has ( ) I have ( )
c. I have ( ) He has ( )

46. The form for 'I have' ends in the usual unstressed u sound, but often that sound does not seem to stand out very clearly. Can you tell which of the following pair is 'I have'?

(1) (2) (1) (2)

(2)

47. Now a word on gender agreement. In a previous unit you learned the adjective casada (married) as used in reference to Maria.

casada ( )x ( )x

48. In this unit you will use the adjective 'married' as used in reference to Bill. Since Bill is masculine, 'married' appears in its masculine form, with an unstressed u sound at the end.

casado ( ) ( )x ( )x

Special Pre-dialog Practice (Recorded)

When a Portuguese speaker feels it is appropriate he will ask you to switch from the formal 'you' to the informal 'you'. There is no single linguistic formula for accomplishing this. The variations are endless. However, we are illustrating two common ways in the brief exchanges presented below. We suggest you practice these. They are recorded for you on tape.

The American's question or statement is picked out of a hat. It could be anything. The Brazilian's response is what we are interested in.

Exchange No. 1

	por favor	please
American:	A senhora trabalha no Rio?	Do you work in Rio?
Brazilian:	'A senhora', não. 'Você', por favor.	Not 'a senhora'. Please (use) 'você'.
American:	Está bem.	Okay.

Exchange No.

	Me chame	Call me
American:	Eu quero falar com o senhor.	I want to talk with you.
Brazilian:	'O senhor', não. Me chame de 'você'.	Not 'o senhor'. Call me 'você'.
American:	Está bem.	Okay.

Dialog* (Recorded)

Yara and Bill have switched to 'você'.

Portuguese	English
Yara	
Você é casado?	Are you married?
Bill	
minha	my
a espôsa	the wife
a minha espôsa	my wife
a criança	the child
Sou. A minha espôsa está em Washington com as crianças.	Yes, I am. My wife is in Washington with the children.
Yara	
quantos?	how many?
o filho	the child
tem	have (he-form)
Quantos filhos você tem?	How many children do you have?
Bill	
tenho	have (I-form)
dois	two
três	three
nove	nine
o menino	the little boy
a menina	the little girl
Tenho dois. Um menino de nove e uma menina de três.	I have two. A boy nine and a girl three.

---

*The instructions for listening and repeating are no longer given on the tapes since by this time you are quite familiar with the required procedures.

Yara

o que?	what?
o que é que?	what is it that?
acha	think (he-form)
O que é que você acha do Rio?	What do you think of Rio?
gosta	like (he-form)
Você gosta?	Do you like it?

Bill

gosto	like (I-form)
muito	much, a lot
Gosto muito.	I like it a lot.
a vista	the view
umas vistas	some views
maravilhosa	marvelous
Tem umas vistas maravilhosas.	It has some marvelous views.

SOME NUMBERS

1. um, uma
2. dois, duas
3. três
4. quatro
5. cinco
6. seis
7. sete
8. oito
9. nove
10. dez
11. onze
12. doze
13. treze
14. catorze
15. quinze

Grammatical Observations and Practice

Part I. Plural Nouns

Practice 1: (Recorded)

Listen to your tape instructor say this group of nouns in their plural forms. The word for 'the', which precedes each one, is pluralized by adding the s sound. Repeat each one after the instructor.

Practice 2: (Recorded)

Now here are more nouns given in their plural forms. Again the word for 'the' precedes each one, but this time it is pluralized by adding the z sound since the nouns begin with a vowel or with a voiced consonant. Repeat each one.

Practice 3: (Recorded)

In this exercise you are to make the nouns plural. Listen to the noun in its singular form, then say it in the plural. Be sure to pluralize the word for 'the'. (In 1-10 add the s sound; in 11-20, add the z sound). Check your response with the tape.

Practice 4: (Recorded)

This is a group of plural nouns preceded by the appropriate word for 'some'. Repeat each one. Notice how 'some' is pluralized with an s sound in Group 1, and with a z sound in Group 2.

Practice 5: (Recorded)

Listen to the following singular nouns and then make them plural by saying 'some' followed by the plural noun. 'Some' is pluralized with an s sound in 1-9, with a z sound in 10-18.

Practice 6: (Recorded)

How would you say these items in Portuguese? You should be able to respond rapidly. Verify your responses with the tape.

1. the parks
2. the states
3. the houses
4. the tables
5. the friends
6. the Americans
7. the views
8. the cities
9. the phone calls

- -

10. some parties
11. some cars
12. some cities
13. some young girls (meninas)
14. some wives
15. some parks
16. some states
17. some mornings
18. some friends

Practice 7: (Recorded)

Listen to and repeat these plural contractions, all of them combinations of em plus the plural forms os, as, uns, umas.

1. in the states: ( ) ( )x ( )x
2. in the embassies: ( ) ( )x ( )x
3. in the cities: ( ) ( )x ( )x
4. at the parties: ( ) ( )x ( )x
5. in the cars: ( ) ( )x ( )x
6. in the parks: ( ) ( )x ( )x
7. on the tables: ( ) ( )x ( )x

- -

8. in some states: ( ) ( )x ( )x
9. in some embassies: ( ) ( )x ( )x
10. in some cities: ( ) ( )x ( )x
11. at some parties: ( ) ( )x ( )x
12. in some cars: ( ) ( )x ( )x
13. in some parks: ( ) ( )x ( )x
14. in some houses: ( ) ( )x ( )x

Practice 8: (Recorded)

This is an exercise in changing contractions from singular to plural. Listen to the singular contractions on the tape, then change the contraction and the accompanying noun to the plural forms. For example, na festa will become nas festas. Verify your response with the response given on the tape.

Part II. More on gender agreement. The verb 'have'.

Observation

Recall the sentence: Quantos filhos você tem? ('How many children do you have?'). Notice what happens to the word Quantos if we ask 'How many houses do you have?'.

Quantas casas você tem?

The -os of Quantos changes to -as and the word becomes Quantas. This is because casas is feminine. The word for 'how many', since it is an adjective used in association with the feminine word casas, must itself be feminine. It must agree. Thus the masculine ending -o (unstressed u sound) of Quantos gives way to the feminine ending -a of Quantas, and we say that there is gender agreement between the noun casas and its accompanying adjective.

Practice 9: (Recorded)

Instructor A will ask Instructor B 'How many ________ do you have?', and Instructor B will answer 'I have _____'. Just listen. Pay particular attention to whether you hear Quantos or Quantas. Notice also that here too the s sound becomes a z sound before a vowel or a voiced consonant.

Practice 10: (Recorded)

Now the instructor will ask you the same questions. In your answer you may pick any number that you wish.

Practice 11: (Recorded)

This time you ask the questions. Ask how many of the following items your friend has, following the same pattern used in the previous practice. The tape will not answer your question, but it will confirm how you should have asked the question.

1. filhas
2. crianças
3. carros
4. amigos
5. salas
6. casas
7. meninos
8. festas

Observation

Recall the sentence Este é o meu amigo, Bill. Notice in particular:

o meu amigo = my friend

In this unit you have learned this sentence: A minha espôsa está em Washington com as crianças. Notice in particular:

a minha espôsa = my wife

This is another case of gender agreement. Since amigo is masculine, the expression for 'my', which is closely linked to it, assumes the masculine form o meu. Since espôsa is feminine the expression for 'my' assumes the feminine form a minha. (The o and the a in these expressions are the words for 'the'. Thus we are literally saying 'the my friend, the my wife', etc.)

All three elements change for the plural.

O meu amigo becomes os meus amigos = my friends.

A minha espôsa becomes as minhas espôsas = my wives.

The os and as have the z sound in the above examples because they precede the voiced m sound.

Practice 12: (Recorded)

Listen to your tape instructor say a series of 'my_____'. The first part of the series, Group A, will be singular; the second part, Group B, will be plural. Repeat each item after the instructor.

Practice 13: (Recorded)

How would you say these short phrases in Portuguese? Check the tape for verification.

1. my party
2. my living room
3. my car
4. my daughter (filha)
5. my wife
6. my friend
7. my friends
8. my boy (menino)
9. my boys
10. my girl (menina)
11. my girls
12. my house
13. my cars
14. my state
15. my children (crianças)
16. my view
17. my city
18. my phone call

Observation

The numbers 'one' and 'two' also show gender agreement. The masculine and feminine forms for 'one' are synonymous with the indefinite articles; that is,

um estado = 'a state', or 'one state'
uma casa = 'a house', or 'one house'

The masculine form for 'two' appears in the sentence *Tenho dois*; it refers to the masculine word *filhos*. The feminine form is *duas*. It is used when one is referring to feminine words, as in the sentence *Tenho duas casas*.

Practice 14: (Recorded)

Listen to your tape instructor saying this series of nouns preceded by the number 'two'. Notice the masculine and feminine forms. Repeat each one after him.

Part III. More contractions.

Observation

You have learned that *em* combines with the definite and indefinite articles to form certain contractions.

The word *de* (meaning 'of', or 'from') also combines with the definite and indefinite articles to form another set of contractions. You have already learned a few of these.

da cidade, a contraction of *de a cidade*
da mesa, a contraction of *de a mesa*
do estado, a contraction of *de o estado*
do Sr. Silva, a contraction of *de o Sr. Silva*.

Practice 15: (Recorded)

Listen to these contractions and repeat as indicated.

1. (of/from the embassy)
   da embaixada: (   )   (   )x   (   )x   (   )x
2. (of/from the daughter)
   da filha: (   )   (   )x   (   )x   (   )x

3. (of/from the car)
   do carro: ( ) ( )x ( )x ( )x
4. (of/from the friend)
   do amigo: ( ) ( )x ( )x ( )x
5. (of/from the week)
   da semana: ( ) ( )x ( )x ( )x
6. (of/from the American)
   do americano: ( ) ( )x ( )x ( )x

Numbers 7-12 show contractions used with plural nouns. Listen particularly for the z sound (starred*) in 9, 10 and 11.

7. (of/from the children)
   das crianças: ( ) ( )x ( )x ( )x
8. (of/from the cities)
   das cidades: ( ) ( )x ( )x ( )x
9. (os/from the states)
   dos* estados: ( ) ( )x ( )x ( )x
10. (of/from the wives)
   das* espôsas: ( ) ( )x ( )x ( )x
11. (of/from the embassies)
   das* embaixadas: ( ) ( )x ( )x ( )x
12. (of/from the parks)
   dos parques: ( ) ( )x ( )x ( )x

The next group consists of contractions of de with 'a/an'.

13. (of/from) a friend)
   dum amigo: ( ) ( )x ( )x ( )x
14. (of/from) an embassy)
   duma embaixada: ( ) ( )x ( )x ( )x
15. (of/from) a wife)
   duma espôsa: ( ) ( )x ( )x ( )x
16. (of/from a child)
   dum menino: ( ) ( )x ( )x ( )x
17. (of/from a city)
   duma cidade: ( ) ( )x ( )x ( )x
18. (of/from a daughter)
   duma filha: ( ) ( )x ( )x ( )x

The following are all contractions of de with 'some'.

19. (of/from some girls)

dumas moças: ( ) ( )x ( )x ( )x

20. (of/from some wives)

dumas espôsas: ( ) ( )x ( )x ( )x

21. (of/from some friends)

duns amigos: ( ) ( )x ( )x ( )x

22. (of/from some Americans)

duns americanos: ( ) ( )x ( )x ( )x

23. (of/from some states)

duns estados: ( ) ( )x ( )x ( )x

24. (of/from some children)

dumas crianças: ( ) ( )x ( )x ( )x

Practice 16: (Recorded)

The following two questions will be repeated several times on the tape. Be sure you can say each one effortlessly before going on to Practice 17.

O que é que você acha do Rio?	What do you think of Rio?
O que é que você acha da sala?	What do you think of the living room?

Practice 17: (Recorded)

Ask these questions in Portuguese, checking the tape for verification after each one. The emphasis at this point is once again on the contractions formed with de.

1. What do you think of (the) Rio?
2. What do you think of (the) car?
3. What do you think of (the) living room?
4. What do you think of (the) city?
5. What do you think of (the) embassy?
6. What do you think of (the) downtown?
7. What do you think of (the) park?
8. What do you think of (the) children? (crianças)
9. What do you think of (the) Americans?

10. What do you think of (the) girls? (moças)
11. What do you think of (the) views?
12. What do you think of (the) cities?
13. What do you think of (the) boys? (meninos)
14. What do you think of (the) parties?

Comprehension (Recorded)

Listen to these utterances and make a note of any that you don't understand.

Applications

Part I.

How would you say these thoughts in Portuguese? In numbers 1-13 you might assume that you are talking about a letter.

1. It's from a friend.
2. It's from some friends.
3. It's from an American.
4. It's from the American.
5. It's from the American Embassy.
6. It's from some Americans.
7. It's from a girl.
8. It's from some girls.
9. It's from Mr. Silva.
10. It's from my wife.
11. It's from my friend.
12. It's from the children.
13. It's from Rio.
14. Paul is from Rio.
15. Yara is from Brazil too, but she's from (do) Recife.
16. Mr. Clayton is from the American Embassy.

Part II.

1. My wife is in New York.
2. My wife is not in Washington.
3. My wife is with the children.
4. My wife wants to stay with the children.
5. The children can stay with my wife.
6. The children don't want to leave now.
7. I have two children.
8. A boy six and a girl four.
9. I have two houses, one in New York and one in Washington.
10. The house in New York is old.
11. Paul has two cars.
12. How many cars does Yara have?
13. How many friends does Yara have?
14. What do you think of the view?
15. What do you think of the cars?
16. What do you think of the two cars?
17. What do you think of the two houses?
18. The girls are going to stay.
19. The children plan to get up early.
20. I'm going to get up early with the children.
21. My little boy is downtown.
22. My daughter is at home.
23. My car is in Rio.
24. My house is in New York.
25. My party is tomorrow.
26. My house has a marvelous view.
27. I have a marvelous view from the living room.
28. I have a marvelous view from my house.
29. I have a marvelous view of the city.
30. I have a marvelous view of Rio.
31. But Yara only has a view of President Wilson Avenue.

Part III.

Prepare these brief dialogs in Portuguese.

1. A. How long has Susanna been in Washington?
   B. She has been here 3 weeks, more or less.

   A. Does she like [it]?
   B. Yes, she does. A lot.

   A. Does she work?
   B. Yes. In the downtown [section].

2. A. How many children do you have?
   B. I have one. A boy twelve. And you?

   A. I have one also. A girl six.
   B. Is she here in Washington with you?

   A. Yes, she is. She's at home with my wife.

3. A. What do you think of the food?
   B. I don't like it.

   A. Aren't you going to eat?
   B. I can't. I'm not hungry. I'm going to eat at home.

UNIT 12

PREPARATION

Preliminary Note

You will need to have your pencil or pen in hand to work several of the frames in this unit.

Observation

Cognates are words which are easily recognizable across language boundaries because of the close resemblance they bear to each other. The Portuguese word presidente and the English word president are cognates. The two words sound (and look) so much alike that a speaker of one language does not normally have any trouble recognizing and understanding the counter-word in the other language. The Portuguese word americano is an obvious cognate of the English word American. Chances are that it was very easy for you to learn to recognize this word and what it meant.

Although recognition of cognates is a relatively simple matter accurate mimicry of them may present problems. The deeply ingrained speech habits of one's own native tongue are very comfortable and resist change. They interfere with the attempt to pronounce the cognate word in the target language as it should be pronounced. Almost invariably vowel and consonant qualities are different and must be reckoned with. Many times stress patterns are different too.

To illustrate the significance of the difference in stress patterns we call your attention once again to the two pairs of cognates cited above. Notice that the strong stress falls on different vowels in the two languages. We are indicating strong stress here by underlining.

English	Portuguese
American	americano
president	presidente

This unit contains additional cognates which illustrate the difference in stress patterns.

1. Listen to this word. Is it stressed on the first, second or last vowel?

( ) ( ) ( )

(last)

2. This was the word for 'Portuguese'. In English, is the word 'Portuguese' stressed on the first, second or last vowel?

(first)

3. Let's divide the Portuguese word for 'Portuguese' into syllables and practice it. Repeat.

a. ( )x ( )x
b. ( )x ( )x
c. ( )x ( )x
d. ( )x ( )x ( )x

4. Which of these two renditions is the correct one?

(1) (2) (1) (2)

(2)

5. Now listen to these next two renditions. Although both are stressed correctly, one is still mispronounced. Which one is mispronounced?

(1) (2) (1) (2)

(2)

6. The mispronunciation you just heard is quite common among English speakers learning Portuguese. All of us who are native speakers of English will invariably pronounce the word in English like this:

Pór-chu-guese

Notice the ch sound. That ch sound is very comfortable for us, and if we are not careful we will carry it over into Portuguese, where it definitely does not belong.

7. Here is the word pronounced correctly. Repeat as indicated.

( )x ( )x
( )x ( )x ( )x

8. Now we will examine another set of cognates. First, say the English word 'opportunity' aloud and notice which vowel the strong stress is on.

(opportunity)

9. Now listen to the Portuguese cognate.

( ) ( ) ( )

10. Listen again; then with your pencil underline the vowel which has the strong stress.

oportunidade ( ) ( ) ( )

(oportunidade)

11. Now practice saying the word by repeating the sequence you hear next on the tape.

(Follow tape)

12. Here is the Portuguese word for 'grammar'. Just listen.

( ) ( ) ( )

13. Here it is again. Underline the vowel of the syllable that has the strong stress.

gramática ( ) ( ) ( )

(gramática)

14. Now practice saying the word by repeating the sequence given on the tape.

(Follow tape)

15. Here is the word for 'English'.

( ) ( )

16. Here it is again. Underline the vowel that has the strong stress.

inglês ( ) ( ) ( )

(inglês)

17. Now practice the word as you hear it presented on the tape.

(Follow tape)

18. Here is the Portuguese word for 'Spanish'.

( ) ( ) ( )

19. Here it is again. As before, take your pencil and underline the stressed vowel.

espanhol ( ) ( ) ( )

(espanhol)

20. Now practice saying it. Follow the sequence on the tape and repeat. Observe that the final l sound is the type that closely resembles our English w; also that the o is 'open'.

(Follow tape)

21. The very first vowel sound of espanhol is often whispered by many Portuguese speakers. It may sound to you as if it is not there at all, but it is.

( ) ( )x ( )x

22. Another cognate appears in the dialog for this unit. It is the neutral form of 'practice'. Just listen.

( ) ( ) ( )

23. Now listen again, and underline the stressed vowel.

praticar ( ) ( )

(praticar)

24. Now practice saying it. Repeat everything that you hear on the tape.

(Follow tape)

25. The noun oportunidade is feminine. Therefore how would you say 'the opportunity'?

(a oportunidade)

26. The plural form is as oportunidades. Will the word as have an s sound or a z sound in this case?

(z sound)

27. Listen and repeat.

as oportunidades ( ) ( )x ( )x ( )x

28. If we want to say 'much opportunity', the word for 'much' will have a feminine ending because it must reflect its close association with 'opportunity'. This is one more example of gender agreement.

a. muita ( ) ( )x ( )x
b. muita oportunidade ( ) ( )x ( )x

29. The word for 'day', you may remember, is masculine in spite of the fact that it ends in an unstressed a sound. Therefore 'the day' is said like this:

o dia ( ) ( )x ( )x ( )x

30. The plural form is os dias. Will the word os have an s sound or a z sound in this case?

(z sound)

31. Listen and repeat.

os dias ( ) ( )x ( )x ( )x

32. Recall this he-form of a verb you learned in the last unit.

( ) ( )

33. And this I-form of the same verb.

( ) ( )

34. Here is the he-form of a new verb. Repeat where shown.

( ) ( ) ( )x ( )x

35. And here is the I-form of that verb.

( ) ( ) ( )x ( )x

36. Here is another new verb. Is it the he-form or the I-form?

( ) ( )

(he-form)

37. Which form is this?

( ) ( )

(I-form)

38. Here is still another new verb. Which form is it?

( ) ( )

(he-form)

39. Recall the I-form of the verb 'have'.

I have ( ) ( ) ( )x ( )x

40. It is possible to combine this I-form with various neutral forms as we do in English in order to express such thoughts as the following:

I have to leave

I have to eat

I have to study

etc.

41. In Portuguese, combinations of this sort require the insertion of the small word que between the I-form and the neutral form. Listen to the word que, and repeat.

que ( ) ( ) ( )x ( )x ( )x

42. Therefore 'I have to leave' would be said as follows:

Tenho que sair ( ) ( )

The que is untranslatable into English, but it must be present in Portuguese.

43. Repeat again.

Tenho que sair ( ) ( )x ( )x ( )x

44. 'I have to eat' would be said like this:

Tenho que comer ( ) ( )x ( )x ( )x

45. How would you say 'I have to stay'?

(Tenho que ficar)

46. How would you say 'I have to speak'?

(Tenho que falar)

47. And 'I have to visit'?

(Tenho que visitar)

48. The he-form (tem) is also used in combination with the neutral form. Again, que must link the two. Thus 'He has to leave' consists of these elements:

tem + que + sair

49. Now listen to and repeat 'He has to leave'.

( ) ( )x ( )x ( )x

50. Here is 'He has to stay'.

( ) ( )x ( )x ( )x

51. How would you say 'He has to eat'?

(Tem que comer)

52. How about 'He has to make a phone call'?

(Tem que dar um telefonema)

(Go on now to the dialog).

Dialog (Recorded)

Portuguese		English
	Yara	
fala		speak (he-form)
o português		Portuguese
Você fala português muito bem.		You speak Portuguese very well.
	Bill	
nota		notice (he-form)
o sotaque		accent
espanhol		Spanish
Você não nota um sotaque espanhol?		Don't you notice a Spanish accent?
	Yara	
pouco		little (in quantity)
Um pouco. Por quê? Você fala espanhol também?		A little. Why? Do you speak Spanish too?
	Bill	
falo		speak (I-form)
atrapalha		(it) causes confusion (he-form)
a palavra		word
a gramática		grammar
etcetera		etcetera

Falo. E atrapalha muito. As palavras, a gramática, etc.	I do. And it causes lots of confusion. The words, the grammar, etc.
Yara	
a oportunidade	opportunity
praticar	practice (neutral form)
Você tem muita oportunidade de praticar português?	Do you have much chance to practice Portuguese?
Bill	
tenho que falar	I have to speak
o escritório	office
todos	all, every
todos os dias	every day
Tenho que falar[1] no escritório todos os dias.	I have to speak it[1] in the office every day.
que tal?	how?, how about?
o seu	your
o inglês	English
E que tal o seu inglês?	And how's your English?
Yara	
Péssimo!	Terrible!

---

[1] Portuguese has a word to express the direct object 'it' but frequently does not use the word.

Grammatical Observations
And
Practice

Part I. Verbs of the -*ar* type.

Practice 1: Review (Recorded)

Let us review some of the I-forms that you have learned thus far. Repeat after the voice on the tape while following along on this page.

posso ( )x
tenho ( )x
pretendo ( )x
quero ( )x

falo ( )x
trabalho ( )x
gosto ( )x

All of these end in an unstressed *u* sound (written as *o*). With a few important exceptions, the I-forms of every verb in the language end in this unstressed *u* sound.

Practice 2: Review (Recorded)

Now let us re-examine some of the he-forms that you have learned. Repeat them from the tape and follow along on this page.

A. fala ( )x
trabalha ( )x
nota ( )x
gosta ( )x
atrapalha ( )x
acha ( )x

B. pretende ( )x
pode ( )x

The he-forms of Group A all end in an unstressed *a* sound. Those in Group B end in an unstressed *i* sound (written as *e*).

It is important to be able to associate these forms with their respective neutral forms. You may recall that in Unit 6 we talked about three types or categories of neutral forms: those that end in -*ar*, those that end in -*er*, and those that end in -*ir*. We called them the -*ar* type, the -*er* type and the -*ir* type.

The he-forms fala, gosta, trabalha, nota, acha, and atrapalha, all ending in unstressed a, are of the -ar type. That is their neutral forms end in -ar. We will postpone actively practicing these neutral forms until a later time, but we are listing them below.

he-form	neutral form
fala	falar
gosta	gostar
trabalha	trabalhar
nota	notar
acha	achar
atrapalha	atrapalhar

The he-forms pode and pretende, which end in an unstressed -i sound, are of the -er type. Their neutral forms end in -er.

he-form	neutral form
pode	poder
pretende	pretender

Many times you will have to work this association in reverse. You will learn the neutral form first and from that you will be able to determine the shape of the he-form. That is what you will do in the practices that immediately follow.

Practice 3. Review (Recorded)

The following are all neutral forms of the -ar type. You have learned them in previous dialogs. Repeat them now to refresh your memory.

ficar ( )x ( )x
falar ( )x ( )x
levantar ( )x ( )x
visitar ( )x ( )x
chegar ( )x ( )x
evitar ( )x ( )x
praticar ( )x ( )x

__Practice 4.__ (Recorded)

Listen to this group of I-forms of the -__ar__ verbs listed in Practice 3.

__Practice 5.__ (Recorded)

Now listen to this group of __he-forms__ of the same verbs.

__Practice 6.__ (Recorded)

Now listen to the neutral form, the I-form, and the he-form of these verbs side by side.

(neutral-form) (I-form) (he-form)

__Practice 7.__ (Recorded)

Listen to the items presented on the tape and indicate which form you hear by putting a check mark in the appropriate column in the chart below. The answers are given at the end of this unit.

	__Neutral form__	__I-form__	__He-form__
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Practice 8. (Recorded)

Now practice these I-forms. Be sure that you can associate them with their respective neutral forms, which are shown in brackets.

[falar] 1. ( ) ( )x ( )x
[ficar] 2. ( ) ( )x ( )x
[levantar] 3. ( ) ( )x ( )x
[chegar] 4. ( ) ( )x ( )x
[visitar] 5. ( ) ( )x ( )x
[evitar] 6. ( ) ( )x ( )x
[praticar] 7. ( ) ( )x ( )x
[trabalhar] 8. ( ) ( )x ( )x

Practice 9. (Recorded)

Now practice the he-forms, once again associating them with the neutral forms given in brackets.

[falar] 1. ( ) ( )x ( )x
[ficar] 2. ( ) ( )x ( )x
[levantar] 3. ( ) ( )x ( )x
[chegar] 4. ( ) ( )x ( )x
[visitar] 5. ( ) ( )x ( )x
[evitar] 6. ( ) ( )x ( )x
[praticar] 7. ( ) ( )x ( )x
[trabalhar] 8. ( ) ( )x ( )x

Practice 10. (Recorded)

Here are some he-forms and I-forms in print. Listen to them on tape and underline the vowel that has the strong stress.

1.	fala	falo
2.	fica	fico
3.	pratica	pratico
4.	levanta	levanto

5.	visita	visito
6.	gosta	gosto
7.	trabalha	trabalho
8.	evita	evito
9.	nota	noto
10.	acha	acho

(If you marked those correctly, you underlined the next-to-the-last vowel).

Practice 11. (Recorded)

Paying particular attention to the strong stress, practice the above cited he-forms and I-forms as they are given now on the tape.

Practice 12. (Recorded)

One of the instructors will ask the other if he does something, and the latter will answer either that he does or that he does not. Listen, and repeat the answer that the second instructor gives.

Practice 13. (Recorded)

Now the first instructor will ask the second instructor if a *third party* does something, and the second instructor will answer either that the third party does or that he does not. Repeat just the answer.

Practice 14. (Recorded)

These questions are directed at *you*. Answer them *affirmatively*.

Practice 15. (Recorded)

Listen to the tape and, following the model of the example given, ask the questions which are suggested there.

Practice 16. (Recorded)

You have not yet had an opportunity to say the neutral form of several verbs that you have been working with. We will give you that opportunity in this practice.

trabalhar ( ) ( )x ( )x ( )x
achar ( ) ( )x ( )x ( )x
atrapalhar ( ) ( )x ( )x ( )x

Practice 17. (Recorded)

Observation.

You also have not yet had an opportunity to say the neutral forms of 'notice' and 'like'. They both have the closed o, in contrast to the he- and I-forms which, as you know, have the open O. Later you will learn more verbs in which this kind of vowel shift occurs.

1. nota ( ) ( )x ( )x
   noto ( ) ( )x ( )x
   notar ( ) ( )x ( )x

2. gosta ( ) ( )x ( )x
   gosto ( ) ( )x ( )x
   gostar ( ) ( )x ( )x

Part II. Gostar plus de

Observation.

Forms of the verb gostar must be followed by de if what is liked is actually stated in the sentence. In Portuguese you like 'of' somebody or something.

I like Mary = Gosto de Maria.

Mary likes Paul = Maria gosta de Paulo.

Sometimes it is not necessary to actually say what is liked because the item has already been mentioned in the context. In that case there is no de. Recall these lines from the previous dialog.

Q. Você gosta? (Referring back to Rio)

A. Gosto, sim.

When the definite article 'the' accompanies the liked object the de enters into the appropriate contraction.

I like the city. = Gosto da cidade. [de + a cidade]
I like the car. = Gosto do carro. [de + o carro]

I like the cities. = Gosto das cidades. [de + as cidades]
I like the cars. = Gosto dos carros. [de + os carros]

Remember that the definite article 'the' may also accompany proper names. Thus the first two examples cited above might also be said with the appropriate contractions.

I like Mary. = Gosto da Maria. [de + a Maria]
Mary likes Paul. = Maria gosta do Paulo. [de + o Paulo]

The liked object may be the neutral form of a verb, as is often the case in English. In such instances there are no contractions.

I like to eat. = Gosto de comer.
She likes to talk. = Gosta de falar.

Practice 18. (Recorded)

Listen to your instructor say what he likes, then repeat after him. The items he likes are listed on the left below.

a. (Without contractions)

1. Maria ( ) ( )x ( )x
2. to talk ( ) ( )x ( )x
3. Yara ( ) ( )x ( )x
4. Paulo ( ) ( )x ( )x
5. to practice ( ) ( )x ( )x
6. to eat ( ) ( )x ( )x
7. to get up early ( ) ( )x ( )x
8. English ( ) ( )x ( )x
9. Washington ( ) ( )x ( )x
10. you ( ) ( )x ( )x
11. Bill ( ) ( )x ( )x
12. Portuguese ( ) ( )x ( )x
13. to work ( ) ( )x ( )x

b. (With contractions)

1. Maria ( ) ( )x ( )x
2. Paulo ( ) ( )x ( )x
3. Yara ( ) ( )x ( )x
4. the president ( ) ( )x ( )x
5. the city ( ) ( )x ( )x
6. the views ( ) ( )x ( )x
7. the children ( ) ( )x ( )x
8. (the) Rio ( ) ( )x ( )x
9. the Embassy ( ) ( )x ( )x
10. the parks ( ) ( )x ( )x
11. the living-room ( ) ( )x ( )x
12. the words ( ) ( )x ( )x
13. the accent ( ) ( )x ( )x
14. the party ( ) ( )x ( )x
15. the food ( ) ( )x ( )x

Practice 19. (Recorded)

In this exercise your instructor will ask 'Do you like _________?' Repeat the questions after him. Do not answer them. All of the questions contain contractions. Again, the items are listed for you.

1. o Rio
2. a cidade
3. o carro
4. o parque
5. os meninos
6. a comida
7. os americanos
8. o escritório
9. o meu amigo
10. os meus amigos
11. a minha espôsa
12. as minhas festas
13. o tráfego
14. a Yara
15. o Paulo

Practice 20. (Recorded)

Say that you like the following things. Check the tape for confirmation. Do this exercise several times, if necessary, until you can do it smoothly.

1. to talk
2. to eat
3. to leave early
4. to stay until late
5. to speak Portuguese
6. to avoid the traffic
7. to arrive early
8. to visit Washington
9. to practice Portuguese
10. to work here

Practice 21. (Recorded)

Say that you don't like the following. Check the tape for confirmation. Do these several times, if necessary, to assure a smooth performance.

1. to get up early
2. to speak Spanish
3. to practice English
4. to arrive at seven
5. to visit Paul
6. to leave early
7. to speak with a Spanish accent
8. to work in Washington
9. to stay in New York
10. to confuse you

Practice 22. (Recorded)

Now say that Paul likes the following items. Check the tape for confirmation.

1. the embassy
2. the city
3. the downtown
4. Maria
5. Carlos
6. Rio
7. Brazil
8. my friends
9. my view
10. my house
11. the car
12. my daughter
13. the little boy

Practice 23. (Recorded)

Now say that Maria does not like the following items.

1. Bill
2. Yara
3. the traffic
4. the party
5. my car
6. my wife
7. the food
8. the park
9. the living room
10. the view
11. my son (filho)
12. my parties
13. the little girl

Practice 24. (Recorded)

Ask your friend if he likes the following items.

1. Brazil
2. the city
3. to speak Portuguese
4. to arrive early
5. to get up early
6. the view
7. the children
8. the car
9. to work here
10. the food

Part III. 'have to'

Reminder: In phrases like 'I have to leave', 'he has to leave', and the like, Portuguese inserts the word que between 'have (has)' and the neutral form. Practices 25 through 28 deal with this pattern.

Practice 25. (Recorded)

In this practice you will hear your instructor say that he has to do certain things. Listen to him, and repeat after him where indicated by the x. The things he has to do are indicated to the left below.

1. to talk ( ) ( )x ( )x
2. to practice ( ) ( )x ( )x
3. to get up ( ) ( )x ( )x
4. to stay ( ) ( )x ( )x
5. to work ( ) ( )x ( )x
6. to leave ( ) ( )x ( )x
7. to visit ( ) ( )x ( )x
8. to eat ( ) ( )x ( )x
9. make a phone call ( ) ( )x ( )x

__Practice 26__. (Recorded)

Now listen to him say that someone else has to do certain things, and repeat after him.

1. to get up ( ) ( )x ( )x
2. to practice ( ) ( )x ( )x
3. to speak Portuguese ( ) ( )x ( )x
4. to stay ( ) ( )x ( )x
5. to leave early ( ) ( )x ( )x
6. to work ( ) ( )x ( )x
7. to eat ( ) ( )x ( )x
8. to avoid the traffic ( ) ( )x ( )x
9. to arrive early ( ) ( )x ( )x

__Practice 27__. (Recorded)

In this exercise you will hear your instructor ask 'Do you have to ________?'. Repeat after him.

1. to leave ( ) ( )x ( )x
2. to work ( ) ( )x ( )x
3. to practice ( ) ( )x ( )x
4. to stay ( ) ( )x ( )x
5. to get up ( ) ( )x ( )x
6. to speak English ( ) ( )x ( )x
7. to make a phone call ( ) ( )x ( )x
8. to come ( ) ( )x ( )x
9. to arrive early ( ) ( )x ( )x

__Practice 28__. (Recorded)

How would you say these brief thoughts in Portuguese? Again, check the tape for verification.

1. I have to work more.
2. I have to practice more.
3. I have to get up at six o'clock.

4. She has to get up at seven o'clock.
5. She has to leave early.
6. I have to leave early too.
7. I have to eat less.
8. Paul has to eat more.
9. Paul has to practice Spanish.
10. Yara has to work today.
11. Do you have to work tomorrow?
12. I have to arrive early tomorrow.
13. I have to speak Portuguese in the Embassy.
14. Carlos has to come at 5 o'clock.
15. But he has to stay until 10.

Part IV. Negative questions.

Negative questions are questions that have the negative element 'not' (não) in them. Here are some examples that have appeared in dialogs thus far.

Mas ela não é casada?
Você não vai comer?
Você não quer levantar cedo também?
Você não nota um sotaque espanhol?

Practice 29. (Recorded)

A. Listen to your instructor ask these negative questions in Portuguese.

1. Isn't she married?
2. Isn't he American?
3. Aren't you the oldest?

B. Now how would you say these? Check the tape for confirmation.

1. Isn't she single?
2. Isn't he from New York?
3. Isn't he Portuguese?

4. Isn't he English?
5. Aren't you married?
6. Aren't you single?
7. Isn't he [está] at home?
8. Isn't she in the Embassy?

Practice 30: (Recorded)

A. Now listen to these questions.

1. Aren't you going to eat?
2. Aren't you going to work?
3. Aren't you planning to leave?
4. Isn't he planning to arrive early?
5. Doesn't he want to arrive early?
6. Doesn't he have to arrive tomorrow?

B. How would you say these? Check the tape after each one.

1. Aren't you going to leave?
2. Aren't you going to get up?
3. Aren't you going to make a phone call?
4. Isn't he going to work?
5. Doesn't he want to work?
6. Doesn't she want to stay?
7. Doesn't she have to stay?
8. Doesn't Yara have to work?
9. Isn't Yara planning to work?

Practice 31: (Recorded)

A. Listen to these questions.

1. Don't you notice a Spanish accent?
2. Don't you work in Washington?
3. Don't you speak Spanish?

4. Doesn't he speak Portuguese?
5. Doesn't she practice a lot?

B. How would you say these? Check the tape.

1. Don't you arrive early?
2. Doesn't Bill arrive early?
3. Doesn't Paul stay until 5:00?
4. Doesn't Paul like Rio?
5. Don't you like Yara?
6. Doesn't Yara like you?
7. Doesn't Spanish get in the way?
8. Don't you notice an English accent?

Comprehension (Recorded)

Listen to these sentences on the tape and write down the numbers of any that are not clear to you.

Applications

Part I.

How would you say the following in Portuguese? These sentences are numbered separately, but they constitute a running narrative. You should practice them until you can go through them smoothly. Feel free to make alterations to fit your own personal situation.

1. I get up early every day.
2. I have to get up early because I have to leave early.
3. I get up at six.
4. I arrive at the office at eight, and I work until five.
5. I don't like to get up early.
6. My wife stays at home with the children.
7. My office is in Washington; my home is in Bethesda.
8. Tomorrow I have to arrive at seven.
9. When I arrive at seven I avoid the traffic.
10. Tomorrow I'm going to work only until four.
11. But Paulo has to work until six.
12. Paulo speaks English very well.
13. But I note a Portuguese accent.
14. I don't have much opportunity to practice my Portuguese.
15. I like my office very much.
16. It has a marvelous view of the city.
17. Also it has a view of the Potomac river.
18. And how is my Portuguese?

19. It's not terrible, nor is it [também nao é] very good.
20. I have been here only two weeks.
21. I like to speak Portuguese.
22. I practice every day with my friends.
23. My friend Tom speaks Portuguese very well.
24. He's not married and he has more opportunity to practice.

Part II.

Prepare these dialogs.

1. A. How is Betty?
B. Fine. She works in Washington now.

A. Every day?
B. No, only three days a (por) week.

A. Where does she work?
B. In an office downtown.
She has to leave home (de casa) at seven.
She arrives more or less at eight.

A. Does she like to get up early?
B. Yes, she does, but I don't.

2. A. Do you speak Portuguese?
B. A little. Why?

A. I want to talk with Yara but I don't speak Portuguese very well.
B. Doesn't Yara speak English?

A. No, she doesn't.
B. Why don't you talk to her in Portuguese?
It's an opportunity to practice your Portuguese.

3. A. How's your Portuguese?
B. Terrible!

A. Terrible? Why?
B. I don't have the opportunity to practice. I have to stay in the office until eight o'clock every day.

A. But can't you practice with Carla?
B. She speaks Spanish, and Spanish gets in the way.

Answers to Practice 7: Neutral form: 4, 5, 14
I-form: 1, 6, 7, 9, 10, 12
He form: 2, 3, 8, 11, 13

UNIT 13

PREPARATION

Pronunciation Review

1. These words from previous units all contain the same nasal vowel. Just listen.

   a. ( ) ( )
   b. ( ) ( )
   c. ( ) ( )
   d. ( ) ( )

2. Here they are again, with the nasal vowel underlined. Repeat as indicated.

   a. centro: ( )x ( )x
   b. pretende: ( )x ( )x
   c. igualmente: ( )x ( )x
   d. embaixada: ( )x ( )x

3. The sight of the printed n or m may lead you to think that you hear an n or m in these words, but what you are really hearing (and should be saying) is a nasalized vowel sound. Here are some new examples from this unit.

   e. ( ) ( )x ( )x
   f. ( ) ( )x ( )x

4. Here they are again with the nasal vowel underlined.

   e. sente: ( )x ( )x
   f. chovendo: ( )x ( )x

5. Here are familiar examples of another nasal vowel.

   g. ( ) ( )
   h. ( ) ( )
   i. ( ) ( )
   j. ( ) ( )

6. Now repeat them.

g. levanto: ( )x ( )x
h. quando: ( )x ( )x
i. quanto: ( )x ( )x
j. amanhã: ( )x ( )x

7. Here are new examples. Just listen.

k. ( ) ( )
l. ( ) ( )
m. ( ) ( )

8. Now repeat.

k. mando: ( )x ( )x
l. banda: ( )x ( )x
m. canso: ( )x ( )x

9. The following are familiar examples of still another nasal vowel.

n. ( ) ( )
o. ( ) ( )
p. ( ) ( )

10. Now repeat them.

n. bom: ( )x ( )x
o. com: ( )x ( )x
p. onde: ( )x ( )x

11. Here are several new examples, one of which appears in this unit. Just listen.

q. ( ) ( )
r. ( ) ( )
s. ( ) ( )

12. Now look, listen and repeat.

q. onça: ( )x ( )x
r. longe: ( )x ( )x
s. onda: ( )x ( )x

13. Here are familiar examples of a fourth nasal vowel.

t. ( ) ( )
u. ( ) ( )
v. ( ) ( )

14. Now repeat.

t. sim: ( )x ( )x
u. cinco: ( )x ( )x
v. inglês: ( )x ( )x

15. Here are two new examples. Just listen.

w. ( ) ( )
x. ( ) ( )

16. Now repeat.

w. mim: ( )x ( )x
x. vim: ( )x ( )x

17. Here is another example, taken from this unit, and said a little slower then normal.

y. ( ) ( )

18. Now, here it is said at normal speed. Repeat.

y. ( )x ( )x ( )x

19. This is what the last word looks like: ainda.

20. Say it again. Pronounce the nasal vowel but don't pronounce the n.

ainda: ( )x ( )x ( )x

21. Now let's move on to a nasal diphthong. Recall these words, repeating as indicated.

não: ( )x ( )x
vão: ( )x ( )x

22. Now repeat just the nasal diphthong.

ão: ( )x ( )x

23. This nasal diphthong appears in the second syllable of the following word, but it is not stressed. Just listen.

( ) ( )

24. Since it is not stressed, it may not sound quite like the same diphthong, but it is.

( ) ( )x ( )x ( )x

25. The following is the wrong way to say the word: it is wrong because the speaker has stressed the diphthong.

(w) (w)

26. This time he says it right, by stressing the first syllable and not the diphthong.

( ) ( )x ( )x

- -

27. The word you have just practiced in No. 26 is the they-form of 'speaking'; that is, it is the way you say 'they speak' or 'they talk'. The unstressed nasal diphthong ão is the marker or indicator which signals the they-form.

28. Here are several additional they-forms of familiar verbs. Note the unstressed diphthong.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x

29. In Unit 8 you learned several they-forms that ended with a different kind of unstressed nasal diphthong. They were all they-forms of -er type verbs. Recall them below.

1. pretendem: ( ) ( )x ( )x
2. podem: ( ) ( )x ( )x
3. querem: ( ) ( )x ( )x

30. In this unit we are dealing with -ar type verbs, whose they-forms end with the unstressed ão diphthong. Here are several more examples:

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x

31. And here, finally, is the they-form of a new -ar verb that appears in this unit. It means 'they live'. Notice the open O.

( ) ( ) ( )x ( )x ( )x

32. In this unit you are also going to work with we-forms of -ar verbs. Remember that you have already learned the we-forms of several -er verbs.

1. pretendemos: ( )x ( )x
2. podemos: ( )x ( )x
3. queremos: ( )x ( )x

33. And you know the we-form of 'going'.

vamos: ( )x ( )x

34. But here we will be working with -ar verbs. Practice these we-forms. Notice the -mos ending.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x
4. ( ) ( )x ( )x
5. ( ) ( )x ( )x

35. This is what they look like in print. Repeat again.

1. chegamos: ( )x ( )x
2. falamos: ( )x ( )x
3. trabalhamos: ( )x ( )x
4. visitamos: ( )x ( )x
5. evitamos: ( )x ( )x

36. Here is the we-form of a new -ar verb. It means 'we live'. Notice the closed o.

( ) ( ) ( )x ( )x

37. Here it is in print.

moramos: ( )x ( )x

38. How would you say 'we talk'?

(falamos)

39. How would you say 'we arrive'?

(chegamos)

40. How about 'we avoid'?

(evitamos)

41. And 'we work'?

(trabalhamos)

42. A number of -ar verbs that have the open O in the I-form, he-form and they-form have the closed o in the we-form and the neutral form. Listen to the tape and follow along with the examples shown below. Repeat each item.

	I-form	He-form	They-form	We-form	Neutral form
1.	gOsto	gOsta	gOstam	gostamos	gostar
2.	nOto	nOta	nOtam	notamos	notar
3.	mOro	mOra	mOram	moramos	morar

43. Repeat the following pairs. Be sure you are distinguishing between O and o.

1. gOstam ( )x gostamos ( )x
2. nOtam ( )x notamos ( )x
3. mOram ( )x moramos ( )x

44. In an earlier unit you learned that ficar means 'to stay', 'to remain'. It can have other meanings too. Frequently it takes the place of ser in sentences which give the permanent location of objects. Thus the sentence

A embaixada é no centro

could also be said

A embaixada fica no centro.

Repeat: ( ) ( )x ( )x

45. Using a form of ficar, how would you say 'Recife is in Brazil'?

(Recife fica no Brasil.)

Verify: ( )x ( )x

46. Again, using ficar, how would you ask 'Where is the American Embassy?'

(Onde fica a Embaixada Americana?)

Verify: ( )x ( )x

47. And how would you answer that question?

(Fica na Avenida Presidente Wilson.)*

Verify: ( )x ( )x

48. Go on now to the dialog.

---

* Or, updating, Fica em Brasília.

Dialog (Recorded)

Portuguese	English
Yara	
é que	it is that
como é que?	how is it that?
se sente	feel (he-form)
Como é que o senhor se sente hoje?	How do you feel today?
Mr. Clayton	
cansado	tired
Um pouco cansado.	A little tired.
ainda	still, yet
resfriado	cold
Ainda estou resfriado.[1]	I still have a cold.
Yara	
lógico	logical
É lógico!	No wonder! (It's logical)
chovendo	raining
a vez	time
outra vez	again (another time)
Está chovendo outra vez.	It's raining again.

---

[1] Note that the Portuguese equivalent of 'I have a cold' is literally 'I am cold'.

Mr. Clayton

parece(1)	appears, looks (he-form)
parece que	it appears that, it looks like
chover	rain (neutral form)
o dia todo(2)	all day
E parece que vai chover o dia todo.	And it looks like it's going to rain all day.
horrível	horrible
O tráfego está horrível hoje.	The traffic is terrible today.

- - - - - - - - - - -

Yara

os senhores	you (masculine plural)
moram	live (they-form)
Onde os senhores moram?	Where do you live?

Mr. Clayton

nós	we
moramos	live (we-form)
Leme	Leme (section of Rio)
Nós moramos no Leme.	We live in Leme.

Yara

longe	far
É longe?	Is it far?

Mr. Clayton

perto	near
o túnel	tunnel
Não, fica perto do túnel.	No, it's near the tunnel.

---

(1) Notice the open E sound in this verb: parEce.

(2) Note that the adjective todo appears after o dia. It is also possible to say todo o dia.

GRAMMATICAL OBSERVATIONS
AND
PRACTICE

Part I. *They-forms of -ar verbs*.

Practice 1. (Recorded)

In the following series you will hear the he-form of a verb, a pause for repetition, then the they-form of the same verb, and again a pause for repetition.

Practice 2. (Recorded)

Indicate with a check mark in the appropriate column whether you hear a he-form or a they-form.

	He-form	They-form
1.	____________	____________
2.	____________	____________
3.	____________	____________
4.	____________	____________
5.	____________	____________
6.	____________	____________
7.	____________	____________
8.	____________	____________
9.	____________	____________
10.	____________	____________

Answers are at the end of this unit.

Practice 3. (Recorded)

Listen to these questions and answers containing they-forms. The word for 'they' accompanies the they-form in the questions. In the first four 'they' is feminine; in the second four 'they' is masculine.

(1-8)

Practice 4. (Recorded)

Answer these questions affirmatively. If you have any doubt as to what the questions are, check below.

1. Do they like the view?
2. Do they work in the city?
3. Do they live in Washington?
4. Do they practice a lot?
5. Do they get up at seven?
6. Do they speak English at home?
7. Do they stay here?

Practice 5. (Recorded)

Ask these questions in Portuguese. Check the tape for confirmation of your response, not for the answers. Let 'they' be masculine in all cases.

1. Do they live in Rio?
2. Do they like Rio?
3. Do they work in Rio?
4. Do they speak Portuguese?
5. Do they get up late?
6. Do they arrive early?
7. Do they practice at home?
8. Do they stay at the office?

Part II. We-forms of -ar verbs

Practice 6: (Recorded)

In this exercise the questionner is asking for information about os senhores (you all), so the answers will be given in the we-form. Listen to the we-form, then repeat it.

(1-8)

Practice 7: (Recorded)

In this exercise the questionner will ask you and your friend if you do one thing or if you do another. Answer for yourself and your friend in the we-form. Then check the response on the tape.

Example:	Q.	Do you work in Rio or in Recife?
	A.	We work in Recife.

On the tape the second choice (the one after 'or') is always given as the response.

(1-8)

Practice 8:

How would you say the following?

1. We get up early every day.
2. We live in Leme.
3. We like to live there.
4. We work in the American Embassy.
5. We practice Portuguese in the office.
6. We don't notice an accent.
7. We don't live far from the city.
8. We don't like grammar.
9. We don't like to get up early.
10. We don't work well together.

Part III: The conjunction 'que'

Observation

Notice the word *que* (meaning 'that') in the sentence *Parece que vai chover*. Literally the sentence says 'It appears *that* it's going to rain'. The word *que* is frequently used to join two clauses together. Another example: *Acho que Paulo vai ficar* 'I think *that* Paul is going to stay'. American students sometimes forget to use the *que* in sentences of this sort since in English we can easily dispense with the word 'that'. We can say with equal facility either

I think *that* Paul is going to stay

or

I think Paul is going to stay.

In Portuguese, however, the *que* must be said.

Practice 9: (Recorded)

Listen to your instructor say a series of sentences, each one of which begins with 'I think that...'. After each number below, write the letter of the sentence on the right which correctly translates what it is that the instructor is thinking. The answers are at the end of the unit.

1. ____________ a. It's going to rain.

2. ____________ b. It's raining again.

3. ____________ c. They live in Leme.

4. ____________ d. They work in Leme.

5. ____________ e. I'm going to leave.

6. ____________ f. I'm going to like her.

7. ____________ g. He's tired.

8. ____________ h. He has a cold.

Practice 10: (Recorded)

How would you say the following? Don't forget to put que in each one. Check the tape for confirmation.

1. I think she's hungry.
2. I think he's married.
3. I think he's an American.
4. I think he knows Maria.
5. I think he works in Washington.

- -

6. Do you (o senhor) think she speaks Portuguese?
7. Do you think she is married?
8. Do you think she has an accent?
9. Do you think she has to practice?
10. Do you think she plans to stay?

- -

11. We think they live near.
12. We think they speak English.
13. We think she's married.
14. We think she's from Texas.
15. We think it's going to rain.

Practice 11: (Recorded)

The following should all begin with parece que. Check the tape for confirmation.

1. It looks like the party is tomorrow.
2. It looks like Yara is hungry.
3. It looks like Yara knows the city well.
4. It looks like Yara can speak well.
5. It looks like Yara cannot arrive early.
6. It looks like it is not going to rain today.
7. It looks like it's raining now.

Part IV. Review

A. Asking questions with *é que*.

Practice 12: (Recorded)

Practice asking the following questions by inserting *é que* after the interrogative word. Start the questions as indicated. Use *o senhor* in each.

a. (*Onde é que*...?)

1. Where do you live?
2. Where do you work?
3. Where do you practice?
4. Where do you stay?
5. Where do you plan to stay?
6. Where do you plan to be (*estar*)?
7. Where do you want to be?

b. (*Pôr que é que*...?)

1. Why do you work in Washington?
2. Why do you live in Leme?
3. Why do you practice all day?
4. Why do you avoid the tunnel?
5. Why do you arrive early?
6. Why do you want to arrive early?
7. Why are you going to arrive early?

c. (*Quando é que*...?)

1. When do you practice?
2. When do you get up?
3. When do you arrive?
4. When do you plan to arrive?
5. When do you want to arrive?
6. When do you want to leave?
7. When do you have to leave?

d. (O que é que...?)

1. What do you think?
2. What do you think of the food?
3. What do you think of Rio?
4. What do you want?
5. What do you want to be (ser)?
6. What do you have?
7. What do you have to practice?
8. What do you like?
9. What do you like to eat?

B. Contractions with de

The words longe and perto are frequently followed by the preposition de. Longe de is the equivalent of 'far from' and perto de is the equivalent of 'near to'. The de will always form a contraction with definite articles which follow immediately after, and it may form a contraction with indefinite articles.

perto da cidade = near (to) the city

longe do Rio = far from Rio

perto dum parque = near (to) a park

longe duma embaixada = far from an embassy

Practice 13: (Recorded)

Practice saying these short phrases after your tape instructor.

1. near the car: ( )x ( )x
2. near the avenue: ( )x ( )x
3. near the embassies: ( )x ( )x
4. near the tunnel: ( )x ( )x
5. near a tunnel: ( )x ( )x
6. near a city: ( )x ( )x
7. near the cities: ( )x ( )x
8. near some cities: ( )x ( )x
9. near Rio: ( )x ( )x

- -

10. far from Rio: ( )x ( )x
11. far from Brazil: ( )x ( )x
12. far from the city: ( )x ( )x
13. far from my wife: ( )x ( )x
14. far from the children: ( )x ( )x
15. far from the Americans: ( )x ( )x
16. far from my car: ( )x ( )x
17. far from my friends: ( )x ( )x
18. far from the embassy: ( )x ( )x

Comprehension

Listen to the sentences on the tape and make a note of any that are not clear to you.

Applications

A. Prepare these brief exchanges for your instructor.

1. Where do you live? (os senhores)
   We live in Brasilia, near the Embassy.

2. Where do you live?
   We live in Washington, near the river.

3. Where do they live?
   They live in Rio, near the Consulate.

4. How do you feel now? (o senhor)
   I'm still tired.

5. How do you feel today?
   Very well. But I'm still a little tired.

6. How do you feel?
   Not very well. I have a cold.

7. How does Bill feel today?
He's still a little tired.

8. Doesn't Bill feel well?
No, he has a cold.

9. Don't you feel well today?
No, I have a cold.

10. Aren't you going to eat?
No, I'm not hungry. I'm tired.

11. Is it going to rain today?
Yes, it is. It's raining now.

12. Is it going to rain all day today?
Yes, it is. The traffic is going to be (estar) terrible.

13. How long have you lived here?
I have lived here for six weeks.

14. How long have you worked in the Embassy?
I have worked here for only five days.

15. Do you still live in Brasilia? (os senhores)
Yes, we do. We like [it].

16. Do you still work in São Paulo? (os senhores)
Yes, we do. And we don't like [it].

17. Do you still speak Spanish? (você)
Yes, I do. And it still gets in the way.

18. Is the Embassy near? (use fica)
No, it's far.

19. We can talk in my office.
Is it near? (use fica)
Yes, it is.

20. She lives in Leme.
Is it far from the Consulate? (use fica)
Yes, it is.

21. He lives far from the office.
Really? Where does he live?
In Copacabana.

22. I'm very tired today.
Really? Why don't you stay home? (use é que)

23. I'm real hungry. When are we going to eat? (use é que)
We can eat now, if you want to.

24. I like Rio very much.
Why don't you stay here? (use é que)
I can't. I work in Brasilia.

B. Prepare these brief dialogs for display to your instructor.

1. A. How do you feel today?
   B. I'm still a little tired.

   A. Are you going to work all day?
   B. No, I'm not (going to). I'm going to leave early.

   A. Do you still have a cold?
   B. Yes, I do. (estou)
   [I've had it] for a week.

2. A. Do you (pl.) live in Washington?
   B. No, we live in Virginia.

   A. Near the river?
   B. No, near the city of Falls Church.

   A. Do you like to live there?
   B. Yes, we do. But it's (fica) far from the office.

3. A. How's the traffic today? (Use que tal)
   B. Terrible! It's raining again.

   A. And it looks like it's going to rain tomorrow, too.
   B. Of course! The party is tomorrow!

Answers to Practice 2: He-form: 1, 4, 7, 8
They-form: 2, 3, 5, 6, 9, 10

Answers to Practice 9: 1-e, 2-g, 3-f, 4-b, 5-a, 6-h, 7-c, 8-d

UNIT 14

PREPARATION

1. Here again is a familiar nasal diphthong.

( )x ( )x

2. It appears in two new words in this unit.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x

3. Recall the non-nasal diphthong in solteiro.

1. ei: ( )x ( )x
2. solteiro: ( )x ( )x
3. (again) ei: ( )x ( )x

4. Now try these words, all of which end with the same ei diphthong. Here, however, it is stressed.

1. ( ) ( )x ( )x
2. ( ) ( )x ( )x
3. ( ) ( )x ( )x

5. When the stressed ei diphthong is added to the stem of -ar verbs, as in the examples just given, the verb is transformed into the PAST TENSE of the I-form. That is, this stressed ei diphthong signals to the listener that the speaker did something in the PAST.

Thus:
1. ( )x ( )x = I talked (past)
2. ( )x ( )x = I worked (past)
3. ( )x ( )x = I visited (past)

6. This is what the last three words look like. Look, listen and repeat.

1. falei ( )x ( )x
2. trabalhei ( )x ( )x
3. visitei ( )x ( )x

7. This is the way you say 'I got up'.

( ) ( )x ( )x

8. Write it in this space. [ ]

(levantei)

9. How do you say 'I lived'?

Verify: ( )x ( )x

10. How do you say 'I liked'?

Verify: ( )x ( )x

11. 'I avoided' would be...?

Verify: ( )x ( )x

12. What does this word mean?

( ) ( )

(I arrived)

13. What does this word mean?

( ) ( )

(I stayed)

14. And this one?

( ) ( )

15. Here is the neutral form of the verb 'study': estudar.

( ) ( )x ( )x ( )x

16. How would you say 'I studied'?

Verify: ( )x ( )x

17. And here is the neutral form of the verb 'pass': passar.

( ) ( )x ( )x ( )x

18. So, how would you say 'I passed'?

Verify: ( )x ( )x

19. Repeat 'I studied' and 'I passed'.

1. ( )x ( )x
2. ( )x ( )x

20. What does this word mean? Be careful!

( ) ( )

(I study: present tense)

21. The distinction between present tense and past tense is just as essential in Portuguese as it is in English. In the case of most Portuguese verbs this distinction is maintained by means of the verb endings.

22. Which of these verbs is present tense, No. 1 or No. 2?

(1) (2) (1) (2)

(1)

23. Which two of these verbs are past tense?

(1) (2) (3) (4) (1) (2) (3) (4)

(2,4)

24. The present and past endings have different vowel sounds, and they have different stresses, too. The ei of falei is stressed; the o of falo is not stressed.

(falei) (falo) (falei) (falo)

25. The past tense of the he-form of an -ar verb is signalled by another diphthong: ou. Recall this diphthong in these familiar words.

1. sou ( )x ( )x
2. pouco ( )x ( )x

26. Try the diphthong by itself this time.

ou ( )x ( )x ( )x

27. Now add it to the stem of several -ar verbs. Be sure to stress it.

1. falou: ( ) ( )x ( )x
2. chegou: ( ) ( )x ( )x
3. trabalhou: ( ) ( )x ( )x
4. achou: ( ) ( )x ( )x

28. This stressed ou signals that 'he (she, you) did something', in the past. Thus chegou would be the form you would use to express 'he arrived', 'she arrived' and 'you arrived'. As always the native speaker will use a noun or pronoun if the identity of the actor is not already clear. He may say êle chegou, Yara chegou, etc.

29. What does this mean in English?

( ) ( )

(he got up)

30. What does this mean?

( ) ( )

(you lived)

31. And this?

( ) ( )

(she avoided)

32. How would you say 'she visited'? Use the pronoun.

Verify: ( )x ( )x

33. How would you say 'she talked'?

Verify: ( )x ( )x

34. How about 'he stayed'? Use the pronoun.

Verify: ( )x ( )x

35. And 'he practiced?

Verify: ( )x ( )x

36. Here is 'you noticed'.

( )x ( )x

37. How would you say 'you studied'? Use the pronoun.

Verify: ( )x ( )x

38. How would you say 'you passed'?

Verify: ( )x ( )x

39. Here is another new -ar verb: the neutral form of 'prepare'.

( ) ( )x ( )x ( )x

40. Here is 'he prepared'

( )x ( )x

41. What does this mean?

( ) ( )

(I prepared)

42. The past tense verb forms that you have just been practicing all fall into regular, predictable patterns. In the dialog of this unit you will find several past tense forms that do not seem to follow a pattern. They are said to be irregular.

43. For example, here is the past tense of the I-form of 'going', that is, 'I went'.

( ) ( )x ( )x ( )x

44. And here is the past tense of the he-form of 'going', that is, 'he went'.

( ) ( )x ( )x ( )x

45. Listen to them side by side.

(I went) (he went) (I went) (he went)

46. Now repeat.

(I went)x (he went)x (I went)x (he went)x

47. Which one is this?

( ) ( )

(he went)

48. Which one is 'I went'?

(1) (2) (1) (2)

(2)

49. The past tense of the verb 'have' is also irregular in the past. Here is the I-form ('I had').

( ) ( )x ( )x ( )x

50. Now listen to the he-form ('he had'). Do not repeat yet.

( ) ( ) ( )

51. Here are the he-form and the I-form,one after the other. Observe that it is the first vowel, not the final one, that distinguishes them.

(I had) (he had) (I had) (he had)

52. Now repeat the he-form.

he had ( )x ( )x ( )x

53. Now repeat the he-form and the I-form.

he had ( )x I had ( )x he had ( )x I had ( )x

54. You will remember that in the present tense you must insert the word que between a form of 'having' and a neutral form. Thus you have learned to say, for example, Tenho que ficar 'I have to stay'. This same que must again be inserted when you are dealing with the past tense. Therefore, 'I had to stay' is said as follows:

a. ( ) ( )

Likewise, 'He had to stay' is said as follows:

b. ( ) ( )

55. Repeat 'I had to stay'.

( ) ( )x ( )x

56. Now repeat 'He had to stay'.

( ) ( )x ( )x

57. What does this sentence mean in English?

( ) ( )

(He had to leave)

58. What does this sentence mean?

( ) ( )

(I had to leave)

59. What does this one mean?

( ) ( )

(I had to work)

60. And this one?

( ) ( )

(He had to work)

(For items 61-64 check the tape for confirmation after making your response aloud).

61. How would you say 'I had to work'?

( ) ( )

62. How would you say 'I had to practice'?

( ) ( )

63. How would you say 'He had to practice'?

( ) ( )

64. And finally how would you say 'He had to talk'?

( ) ( )

65. In this unit you will meet two more obligatory contractions. When the preposition a ('to', 'at') is followed by a definite article ('the'), the two items always combine to form a contraction. Thus, for example:

a + o contracts to ao.

66. Listen to ao, then repeat.

( ) ( )x ( )x ( )x

67. Here is the way to say 'to the tunnel'.

( ) ( )x ( )x

68. Here is 'to the office'.

( ) ( )x ( )x

69. This is 'to the downtown'.

( ) ( )x ( )x

70. How would you say 'to the park'?

Verify: ( )x ( )x

71. How would you say 'to (the) Rio'?

Verify: ( )x ( )x

72. When a is followed by the feminine definite article a, the resulting contraction is simply a slight lengthening of the a sound. In normal speech this is sometimes very difficult to hear. The contraction is written with just one a, over which is placed a grave accent (`). Thus:

a ('to') + a ('the') = à ('to the')

73. Here is the way to say 'to the city'. (Lengthen the a sound just a bit.)

( ) ( )x ( )x ( )x

74. Here is 'to the party'.

( ) ( )x ( )x ( )x

75. This is 'to my wife'.

( ) ( )x ( )x ( )x

76. How would you say 'to the room'?

Verify: ( )x ( )x

77. How would you say 'to the Embassy'?

Verify: ( )x ( )x

78. Here is 'in the afternoon'. Literally, 'at the afternoon'.

( ) ( )x ( )x

Observation

We are coming to another contraction, one which occurs much less frequently than the others you already know. It is the sequence 'in it', or 'on it'. First of all, let us explain that after a preposition ('in', 'at', 'for', 'to', etc.) the word 'it' assumes either a masculine form (êle) or a feminine form (ela), thereby reflecting the gender of the item being talked about. When the preposition is em, a contraction always results.

Em + êle = nêle on it (masc.)
Em + ela = nela on it (fem.)

79. Here, then, is nela. (Notice the open E sound.)

( ) ( )x ( )x ( )x

80. And here is nêle. (There is no open E sound.)

( ) ( )x ( )x ( )x

81. Is this item referring to something masculine or something feminine?

( ) ( )

(masc.)

82. Which of these items refers to something feminine?

(1) (2) (3) (1) (2) (3)

(1)

83. And here, on paper only, are two English words, the Portuguese counterparts of which appear for the first time in this unit. We want to remind you of where these English words are stressed, and we have done so by writing a stress mark over the stressed vowels. Say these words to yourself.

1. dialog
2. difficult.

84. Now listen to the Portuguese counterparts.

1. ( ) ( )
2. ( ) ( )

85. Here they are again. Listen, then with your pencil write a stress mark over the stressed vowel of each. Don't repeat yet.

1. ( ) ( ) dialogo
2. ( ) ( ) dificil

(diálogo)
(difícil)

86. Now continuing to be mindful of the stress, repeat these two words as indicated.

1. ( ) ( )x ( )x ( )x
2. ( ) ( )x ( )x ( )x

You may proceed now with the dialog.

Dialog (Recorded)

Portuguese	English
o professor, a professora	teacher
o aluno	student

- - - - - - - - - - -

O professor

fazer	do, make (neutral form)
a tarde	afternoon
à tarde	in the afternoon
hoje à tarde	this afternoon
O que é que o senhor vai fazer hoje à tarde?	What are you going to do this afternoon?
estudar	study (neutral form)
a lição	lesson
treze	thirteen

O aluno

Vou estudar a lição treze.	I'm going to study lesson thirteen.
estudou	studied (he-form: past)
ontem	yesterday

O professor

O senhor não estudou ontem?	Didn't you study [it] yesterday?

estudei	studied (I-form: past)
doze	twelve
a doze	the [lesson] twelve

O aluno

Não. Estudei a doze.	No. I studied number twelve.
tão	so
difícil	difficult
E é tão difícil!	And it's so difficult!
passei	spent (I-form: past)
a hora	hour
nela	on it [i.e., the lesson]
Passei três horas nela.	I spent three hours on it.
Nossa!	Gosh! *
então	then
foi	went (He-form: past)
ao	to the
ao cinema	to the movies

O professor

Nossa! Então o senhor não foi ao cinema com os outros.	Gosh! Then you didn't go to the movies with the others.
fui	went (I-form: past)
fiquei	stayed (I-form: past)

---

*Literally, short for Nossa Senhora! (Our Lady!), a mild oath.

O aluno

Não, não fui. Fiquei em casa.	No, I didn't go. I stayed at home.
tive	had (I-form: past)
preparar	prepare (neutral form)
tive que preparar	I had to prepare
o diálgo	dialog
Tive que preparar os diálogos.	I had to prepare the dialogs.

Grammatical Observations
And
Practice

Part I. Past tense of -*ar* verbs.

Practice 1: (Recorded)

Listen to these I-forms of -*ar* verbs in the past. In each case the instructor is saying "I did something". Repeat after him. The pronoun for 'I' is deliberately ómitted.

1. studied
2. spoke
3. practiced
4. noticed
5. liked
6. got up
7. avoided
8. visited
9. arrived
10. worked
11. passed
12. prepared

Practice 2: (Recorded)

Now listen to these he-forms of -*ar* verbs in the past. In each case the instructor is saying that 'somebody else' did something. However, 'somebody else' remains nameless for the sake of this practice. Repeat each one.

1. studied
2. spoke
3. practiced
4. noticed
5. liked
6. got up
7. avoided
8. visited
9. arrived
10. worked
11. passed
12. prepared

Practice 3: (Recorded)

In this practice you are to determine whether the instructor is saying 'I did something' or 'he did something'. You have only the verb endings to guide you. Mark your choice in the appropriate column in the chart below. Answers are at the end of this unit.

	'I did'	'He did'
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

Practice 4: (Recorded)

Determine which of these forms say 'he did something' (past) and which ones say 'I do something' (present). Mark the chart accordingly.

	'He did	'I do'
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

Practice 5: (Recorded)

In this practice you will again hear your instructor mix I-forms and he-forms at random, but this time he is putting them all in the past. Furthermore, he is preceding each one with a noun or pronoun. Listen, and repeat each one.

(1-24)x

Practice 6: (Recorded)

The English voice on the tape will ask you to give certain information about yourself, and you are to give it immediately afterwards in the pause provided. For example, in No. 1. the English voice will say, 'Tell me that you arrived', and you will answer in Portuguese, 'I arrived'. Use the pronoun eu in your response. The correct response appears on the tape.

(1-12)

Practice 7: (Recorded)

This time the English voice will ask you to tell what others did, and you are to respond as directed, using nouns and pronouns as appropriate. For example, if the English voice says, 'Tell me that Yara arrived', you will respond in Portuguese, 'Yara arrived'. The correct response appears on the tape.

(1-14)

Practice 8: (Recorded)

Instructor A will ask Instructor B if he (Instructor B) did something, and Instructor B will answer either that he did or that he did not. Just listen; do not repeat.

(1-8)

Practice 9: (Recorded)

This time instructor A will ask you if you did something. Answer affirmatively in numbers 1-6; answer negatively in numbers 7-12. You will then hear your response confirmed. (Note: instructor A is using o senhor in his questions. If you are female, you should mentally convert this to a senhora.)

Practice 10: (Recorded)

In this exercise instructor A will ask instructor B if *somebody else* did something, and instructor B will answer either affirmatively or negatively. Just listen; do not repeat.

(1-8)

Practice 11: (Recorded)

In this exercise the instructor will ask *you* if somebody else did something, and you should reply, affirmatively in 1-6, and negatively in 7-12. You will hear your answer confirmed.

Practice 12: (Recorded)

In this exercise you are to ask the questions, rather than give the answers. Using *O senhor*, practice asking the following questions. (The questions, not the answers, are recorded on the tape. Check them to confirm your response.)

1. Did you study?
2. Did you work?
3. Did you practice?
4. Did you get up?
5. Did you like [it]?*
6. Did you notice [it]?*
7. Did you speak Portuguese?
8. Did you avoid the traffic?
9. Did you visit Paul?
10. Did you arrive yesterday?
11. Did you prepare the dialog?
12. Did you spend three hours?

Practice 13: (Recorded)

In this exercise you are to ask the questions about another person, either Yara or Paulo, as indicated. Again, you should confirm your question by checking with the tape.

1. Did Yara get up?
2. Did Yara get up at seven?
3. Did Yara practice?
4. Did Yara practice the dialog?
5. Did Paul study?
6. Did Paul study (the) lesson thirteen?

---

*Do not try to put 'it' into Portuguese.

7. Did Paul work?
8. Did Paul work yesterday?
9. Did Paul work this afternoon?
10. Did Yara prepare?
11. Did Yara prepare well?
12. Did Yara arrive?
13. Did Yara arrive early?
14. Did Yara speak English?
15. Did Yara speak English with you?
16. Did Yara spend (pass) the day with you?

Practice 14: (Recorded)

This exercise contrasts the past tense with the future construction that you have learned. Below you will find a list of 'actions'. In each case you are to say that Paulo didn't do the action yesterday but that he is going to do it today. Number 1, for example, would be as follows:

O Paulo não estudou ontem, mas êle vai estudar hoje.
(Paul didn't study yesterday, but he's going to study today.)

Check your answer with the tape.

1. study
2. work
3. practice
4. arrive
5. prepare the dialog
6. get up early
7. speak Portuguese

Part II: Past tense of 'having'

Practice 15: (Recorded)

On the tape you will hear your instructor say 'I had to work', then 'I had to practice', then a number of other actions that he had to perform and indeed did perform. Repeat each short phrase after him, imagining that you yourself had to perform the action and did so. Observe the word que preceding the neutral form.

(1-9)x

Practice 16: (Recorded)

This time you will hear your instructor say that somebody else (whose name is omitted here) had to perform a number of actions. As before, repeat each short phrase.

(1-9)x

Practice 17: (Recorded)

In this practice Instructor A will ask Instructor B if he (Instructor B) had to do something, and B will answer either that he had to or that he did not have to. Notice that Instructor B does not need to repeat the neutral form in his answer. Just listen.

(1-8)

Practice 18: (Recorded)

This time Instructor A's questions are directed at *you*, (and he is using the familiar *você*!) Answer affirmatively, then check your response with the tape.

(1-8)

Practice 19: (Recorded)

Listen to the tape. An English voice will instruct you to say that you had to do such-and-such. Make your response, then check with the tape for confirmation.

(1-7)

Practice 20: (Recorded)

This time the English voice will instruct you to say that *somebody else* had to do something. Again, make your response and confirm with the tape.

(1-7)

Practice 21: (Recorded)

Now *ask the questions* which are requested by the voice on the tape. After responding, check the tape for confirmation. (Use *você* in numbers 1-5).

(1-9)

Part III: More obligatory contractions with a.

Practice 22: (Recorded)

Practice repeating these contractions.

A. a + o = ao Usual English equivalent is 'to the, at the'.

1. ao Rio: ( ) ( )x ( )x
2. ao centro: ( ) ( )x ( )x
3. ao parque: ( ) ( )x ( )x
4. ao túnel: ( ) ( )x ( )x
5. ao Brasil: ( ) ( )x ( )x
6. ao Carlos: ( ) ( )x ( )x
7. ao cinema: ( ) ( )x ( )x

B. a + a = à Usual equivalent is 'to the, at the'.

1. à avenida: ( ) ( )x ( )x
2. à festa: ( ) ( )x ( )x
3. à embaixada: ( ) ( )x ( )x
4. à mesa: ( ) ( )x ( )x
5. à cidade: ( ) ( )x ( )x
6. à sala: ( ) ( )x ( )x

Practice 23: (Recorded)

Listen to these brief questions and answers as spoken by two instructors on the tape. Do not repeat.

(1-7)

Practice 24: (Recorded)

How would you say these short utterances?

1. I'm going to the party.
2. I'm going to the movies.
3. I'm going to (the) Rio.
4. He's going to the embassy.

5. He's going to (the) Brazil.
6. He's going to the park.
7. He's going to the city.
8. Are you going to the other room? (Use o senhor.)
9. Are you going to the city?
10. Are you going to the office?

Part IV: Past tense of 'going'

Practice 25: (Recorded)

Your tape instructor will say a series of sentences beginning with 'I went'. Repeat each one after him.

(1-10)x

Practice 26: (Recorded)

In this series the instructor tells you that 'somebody else went'. Repeat after him.

(1-10)x

Practice 27: (Recorded)

Listen to these brief questions and answers. Do not repeat.

(1-8)

Practice 28: (Recorded)

In this exercise the voice on the tape requests that you ask him a number of questions. Do so, then check the tape for confirmation of your questions. Use você for 'you'.

Practice 29: (Recorded)

In this exercise you are to answer the questions you hear on the tape. Answer 1-5 affirmatively, 6-10 negatively. The answers are recorded for you.

Part V: More on the conjunction que.

In the last unit you practiced using the conjunction que ('that') in such sentences as these:

Acho que vai chover.	(I think that it's going to rain.)
Parece que vai chover.	(It seems that it's going to rain.)

Now, you will see that you will also have frequent occasions to use the que after various forms of the verb falar.

Êle fala que vai chover.	(He says that it's going to rain.)
Êle falou que estudou muito.	(He said that he studied a lot.)

In such instances it is best to think of falar as meaning 'to say', rather than 'to speak' or 'to talk'.

Practice 30: (Recorded)

Listen to these short sentences, all of which begin with Êle fala que (He says that). Repeat each one.

(1-11)x

Practice 31: (Recorded)

All of these sentences begin with Êle falou que (He said that). Repeat each one.

(1-11)x

Practice 32: (Recorded)

All of these sentences begin with Eu falei que (I said that). Repeat each one.

(1-11)x

Practice 33: (Recorded)

In this practice you will hear instructor A ask instructor B, 'Did you say that you did such-and-such?' Instructor B will answer either, 'I said so', or 'I didn't say so'. Listen to both the questions and the answers, and repeat only the answers.

(1-7)

Comprehension

Listen to these sentences on the tape and make a note of any that you do not fully understand.

Applications

A. Say these thoughts in Portuguese. They form a simple narrative.

1. Yesterday I prepared lesson twelve.
2. I also had to prepare lesson eleven.
3. I had to work all day; I didn't go to the movies.
4. Today I'm going to prepare lesson thirteen.
5. It looks like (parece que) I'm going to work all day today, too.
6. I had to spend two hours on the dialog yesterday.
7. But the dialog of lesson thirteen doesn't seem sc difficult.
8. Gosh! It's raining again!

9. And it looks like it's going to rain this afternoon too.
10. I like to study when it's raining.
11. I intend to study a lot.
12. I'm going to Brazil, and I have to speak Portuguese in Brazil.
13. I never (nunca) lived in Brazil.
14. But my teacher lived in Brazil.
15. She is from Rio; she knows the city well.
16. She says (fala) that Rio is a marvelous city.
17. By the way, it's called (chama-se), 'The Marvelous City'.
18. She says that she liked to live in Rio.
19. I am going to like [it] too.
20. I'm tired! I practiced Portuguese all morning (tôda a manhã).
21. But what am I going to do?
22. I'm going to stay until 4:00.
23. The teacher is tired too. She worked all morning, too.
24. And what is she going to do?
25. She's going to work until 5:00.
26. She speaks English very well, without [an] accent.

B. Now, relate this little story about your classmate, Bill, in Portuguese.

1. Bill had a good day today.
2. He got up early — at 5:00.
3. He arrived here at 7:00 and studied until 9:00.
4. The teacher worked with him from nine until ten.
5. He prepared another (outra) lesson and the teacher worked with him again at 2:00.
6. He had to leave at 3:00.
7. He went to visit some friends in Baltimore.
8. He's going to stay in Baltimore three days.

C. Prepare these two brief dialogs with one of your classmates for presentation to your instructor. One of them is given to you in Portuguese.

1. A. Aren't you going to study this afternoon?
B. No. I'm tired. I'm going to the movies.

A. When are you going to prepare the lesson?
B. I prepared [it] yesterday.

A. Is it difficult?
B. A little. I had to spend an hour on the dialog.

2. A. O senhor está resfriado?
B. Não, não estou. Estou cansado só.

A. Tem que trabalhar hoje?
B. Tenho. E ontem trabalhei dez horas.

A. Dez horas!? Nossa! Quando chegou em casa?
B. Às oito.

Practice 3: He: 1, 3, 4, 7, 8, 9, 12, 14
I: 2, 5, 6, 10, 11, 13

Practice 4: He did: 1, 3, 6, 7, 10, 12, 14
I do: 2, 4, 5, 8, 9, 11, 13

UNIT 15

Preparation

1. Recall the R sound in these words from past units.

   a. senhoR: ( )x ( )x
   b. fazeR: ( )x ( )x
   c. poRque: ( )x ( )x
   d. peRto: ( )x ( )x
   e. taRde: ( )x ( )x

2. Now here are several words from this unit which have the R sound. Listen, then repeat.

   a. poRta: ( ) ( ) ( )x ( )x
   b. caloR: ( ) ( ) ( )x ( )x
   c. veR: ( ) ( ) ( )x ( )x
   d. inteRvalo: ( ) ( ) ( )x ( )x

3. Now, recall these words, all of which have a t sound followed by an i sound.

   a. presidente: ( )x ( )x
   b. sente: ( )x ( )x
   c. igualmente ( )x ( )x

4. These three words can also be pronounced differently, by giving the t a ch-type quality.

   a. presidente ( )x ( )x
   b. sente ( )x ( )x
   c. igualmente ( )x ( )x

5. Here are two new words from the present unit which have this same feature of pronunciation. First, practice pronouncing them this way:

   a. frente: ( ) ( )x ( )x
   b. restaurante: ( ) ( )x ( )x

6. Now, practice pronouncing them this way:

   a. frente: ( ) ( )x ( )x

   b. restaurante: ( ) ( )x ( )x

7. The second word above (restaurante) is sometimes difficult for English speakers. Try practicing it syllable by syllable.

   a. res: ( )x ( )x

   b. tau: ( )x ( )x

   c. restau: ( )x ( )x

   d. ran: ( )x ( )x

   e. restauran: ( )x ( )x

   f. restaurante: ( )x ( )x

8. Which vowel is the stressed vowel? Underline it.
   restaurante ( ) ( )

(restaurante)

9. Notice the diphthong au in the syllable tau.

   restau- ( )x ( )x

10. Now do the whole word again.

    restaurante: ( )x ( )x ( )x

11. Here is a familiar nasal diphthong.

    ão: ( )x ( )x

12. Recall it in these words:

    a. Stressed.

       1. não: ( )x ( )x
       2. vão: ( )x ( )x
       3. então: ( )x ( )x
       4. lição: ( )x ( )x

b. Unstressed (spelled am)

1. moram: ( )x ( )x
2. trabalham: ( )x ( )x
3. ficam: ( )x ( )x

13. As shown in (b) above, the unstressed ão diphthong (spelled am) signals the they-form of -ar verbs in the present tense. Other familiar examples of this form are:

praticam: ( )x ( )x
estudam: ( )x ( )x
preparam: ( )x ( )x

14. This same unstressed ão diphthong is also part of the ending which signals the they-form of -ar verbs in the past tense. Compare these present and past tense forms. Do not repeat yet.

	Present	Past
a.	estudam ( )	estudaram ( )
b.	falam ( )	falaram ( )
c.	ficam ( )	ficaram ( )
d.	trabalham ( )	trabalharam ( )

15. As you can see and hear, the ending which signals the they-form of -ar verbs in the past is -aram. The first syllable (-a-) is stressed; the second syllable (-ram) is not stressed. The familiar unstressed ão diphthong is, of course, part of the second syllable. Now, repeat this two-syllable ending.

-aram: ( ) ( )x ( )x ( )x

16. The r in the ending is the single-flap r of Yara, Maria, etc. Repeat this sequence:

a. Yara ( )x ( )x
b. -aram ( )x ( )x ( )x

17. Now try this sequence.

a. -aram ( )x ( )x
b. falaram ( )x ( )x : they spoke

18. And this sequence.

a. -aram ( )x ( )x
b. estudaram ( )x ( )x : they studied
c. ficaram ( )x ( )x : they stayed
d. trabalharam ( )x ( )x : they worked

19. Here is 'they practiced'.

( ) ( )x ( )x ( )x

20. Here is 'they prepared'.

( ) ( )x ( )x ( )x

21. How would you say 'they lived'?

Verify: ( )x ( )x

22. How would you say 'they passed'?

Verify: ( )x ( )x

23. Remember that the they-form is also used when 'you' (plural) is the actor. Therefore, what is the form for 'you (all) arrived'?

Verify: ( )x ( )x

24. How would you say 'you (all) got up'?

Verify: ( )x ( )x

25. This unit also deals with the we-form of -ar verbs in the past. Fortunately, it is the same as the present tense form, which you already know. Listen to these we-forms of -ar verbs in the present and past tenses. You will not hear any difference between present and past.

1. a. (chegamos): we arrive b. (chegamos): we arrived
2. a. (falamos): we speak b. (falamos): we spoke
3. a. (trabalhamos): we work b. (trabalhamos): we worked
4. a. (moramos): we live b. (moramos): we lived

26. They sound the same. How do Portuguese speakers (and you) know which one has been said? The total context in which an utterance is said usually makes it clear which meaning is intended. Accompanying words such as ontem (yesterday) and hoje (today) will often provide unmistakeable clues as to which one the speaker has in mind.

27. Repeat these we-forms in the past tense.

chegamos: ( )x ( )x
praticamos: ( )x ( )x
ficamos: ( )x ( )x
moramos: ( )x ( )x
preparamos: ( )x ( )x

28. Here is the we-form (past tense) of a new -ar verb in this unit. It means 'we took'.

tomamos: ( ) ( ) ( )x ( )x ( )x

29. How would you say 'we take'?

Verify: ( )x ( )x

30. How would you say the neutral form?

Verify: ( )x ( )x

31. Here is the present tense, we-form, of another new -ar verb. It means 'we eat lunch'.

almoçamos: ( ) ( ) ( )x ( )x ( )x

32. Since you know how to say 'we eat lunch', you also know how to say 'we ate lunch'. What is the form?

Verify: ( )x ( )x

33. What is the neutral form?

Verify: ( )x ( )x

34. 'We ate dinner', or 'we dined', is:

jantamos: ( ) ( ) ( )x ( )x ( )x

35. The present tense form, i. e., 'we eat dinner', is therefore:

jantamos: ( ) ( ) ( )x ( )x ( )x

36. What is the neutral form?

Verify: ( )x ( )x

37. Recall from the previous unit the I-form and the he-form of 'go', in the past tense. Repeat.

I went : fui ( )x ( )x
he went: foi ( )x ( )x

38. Here is the they-form; i.e., 'they went'.

( ) ( ) ( )x ( )x ( )x

39. Again, notice the presence of the ão diphthong in the ending.

( )x ( )x

40. Here is the we-form i.e., 'we went'.

( ) ( ) ( )x ( )x ( )x

41. Now, here are all four forms together.

I went: fui ( )x ( )x
he went: foi ( )x ( )x
we went: fomos ( )x ( )x
they went: foram ( )x ( )x

42. You will also recall from the last unit the irregular forms for 'I had' and 'he had'. Repeat.

I had: tive ( )x ( )x
he had: teve ( )x ( )x

43. In this unit you will work with the forms for 'they had' and 'we had'. Here is 'they had'.

( ) ( ) ( )x ( )x ( )x

44. Again, notice the unstressed ão diphthong in the ending.

( )x ( )x ( )x

45. Here, now, is the we-form; i.e., 'we had'.

( ) ( ) ( )x ( )x ( )x

46. Now review all four forms together.

I had: tive ( )x ( )x
he had: teve ( )x ( )x
we had: tivemos ( )x ( )x
they had: tiveram ( )x ( )x

47. Here is the neutral form of the verb 'open'. It is an -ir verb. Listen and repeat.

( ) ( ) ( )x ( )x ( )x

48. Here is the we-form, present tense.

( ) ( ) ( )x ( )x ( )x

49. Notice the i sound in the ending. It is a sure clue that the verb form is an -ir type verb.

abrimos: ( )x ( )x ( )x

50. You have had the neutral form of 'leaving'· i.e., sair. Now listen to 'we leave', and repeat.

( ) ( ) ( )x ( )x ( )x

51. In another unit we will deal with -ir type verbs in more detail. Right now, let us turn our attention to something else.

52. You remember how you say the 'good' of the greeting, 'good day'.

a. bom: ( )x ( )x

b. bom dia: ( )x ( )x

53. Bom is the masculine form of 'good'. Since the word for 'day' is masculine, the accompanying adjective 'good' must also be masculine. This is another example of gender agreement.

54. Now listen to the greeting, 'good afternoon'.

( ) ( ) ( )

55. Repeat just 'good'.

( )x ( )x ( )x

56. This is the feminine form. Since tarde is feminine, the accompanying adjective 'good' must also be feminine. Observe and repeat.

boa tarde: ( ) ( )x ( )x ( )x

57. Here is the word for 'night' or 'evening'.

( ) ( ) ( )x ( )x ( )x

58. It is feminine too. Thus, 'good evening' or 'good night' is said like this:

( ) ( )

59. Now repeat 'good evening', or 'good night'.

boa noite: ( )x ( )x ( )x

60. Listen to this diphthong.

(Ei) (Ei)

61. It is different from this diphthong.

(ei) (ei)

62. It is different because it has the open E sound, not the closed e sound which you hear in ei. Listen and mimic as accurately as you can.

Ei: ( ) ( )x ( )x ( )x

63. Here is the word for 'idea'. Listen for the Ei diphthong.

idEia: ( ) ( ) ( )

64. Now repeat.

idEia: ( )x ( )x ( )x

65. You already know the I-form and the he-form of the neutral form ser.

a. sou: ( )x ( )x
b. é: ( )x ( )x

66. In this unit you will practice the we-form and the they-form. Here is the they-form (i.e., 'they are').

são: ( ) ( ) ( )x ( )x ( )x

67. Here is the we-form (i.e., 'we are')

somos: ( ) ( ) ( )x ( )x ( )x

68. The form são appears in the expression which leads off the dialog for this unit, namely: Que horas são?. This is the equivalent of 'What time is it?' Literally, the translation is, 'What hours are (they)?' Listen and repeat.

Que horas são: ( ) ( ) ( )x ( )x ( )x

69. It also appears in the response: São dez horas. 'It's ten o'clock' (they are ten hours).

São dez horas: ( ) ( ) ( )x ( )x ( )x

70. In this unit you will also work with the we-form and the they-form of the other verb which represents 'being': estar. You already know the I-form and the he-form.

I am: estou ( )x ( )x
he is: está ( )x ( )x

71. Here are the two new forms.

We are: estamos ( )x ( )x
They are: estão ( )x ( )x

72. Here are the I-form and the he-form of 'having' in the present tense. You already know both of these forms.

I have: tenho ( )x ( )x
he has: tem ( )x ( )x

73. Now here are the we-form and the they-form.

we have: temos ( )x ( )x
they have: têm ( )x ( )x

74. For Brazilians the he-form and the they-form sound the same. The circumflex accent (^) differentiates the two in standard spelling.

a. tem ( )x ( )x
b. têm ( )x ( )x

75. Here, finally, is the neutral form.

ter ( )x ( )x ( )x

76. Recall the form conheço 'I know' from a previous dialog.

conheço: ( )x ( )x

77. The neutral form of this verb is conhecer.

conhecer: ( ) ( )x ( )x ( )x

78. Conhecer refers to 'knowing' in the sense of 'being acquainted with'. This usually means people, but it can also mean cities, books, buildings, and indeed anything else that we might be acquainted with.

Conheço a Yara.	I know (am acquainted with) Yara
Conheço o Rio.	I know (am acquainted with) Rio.
Conheço o livro.	I know (am acquainted with) the book
Conheço a Embaixada.	I know (am acquainted with) the Embassy.

79. Portuguese has another verb that covers our concept of 'knowing'. The neutral form of this verb is saber. The I-form of saber, in the present tense, is sei.

sei: ( )x ( )x ( )x

80. When one wishes to say that he possesses facts or information, he uses a form of saber.

a.	Ele é casado.	He's married.
	Eu sei.	I know.
b.	Vai chover?	Is it going to rain?
	Não sei.	I don't know.

81. Which verb, sei or conheço, would you use in this sentence?

Não ______ os dois meninos.

(conheço)

82. Which one would you use in this sentence?

Não ______ quando vamos jantar.

(sei)

83. Every once in a while the distinction becomes a little fine.

Eu conheço o livro.	I'm acquainted with the book
Eu sei o livro.	I know the book (thoroughly).

But these instances are not common and you should not worry too much about them.

DIALOG (Recorded)

Na escola (At school)

Portuguese	
O professor	
são	'being' (they-form, present)
Que horas são?	What time is it?
O aluno	
sei	know (I-form, present)
Não sei.	I don't know.
deixe	let (command form)*
me	me
deixe-me	let me
ver	see (neutral form)
Deixe-me ver.	Let me see.
Ah! São dez horas.	Ah! It's ten o'clock.
O professor	
já	already
Já? Nossa!	Already? Gosh!
está na hora	it's time
o intervalo	break period, interval
Está na hora do intervalo.	It's break time.

---

*Command forms are examined in a later unit.

trabalharam	work (they-form, past)
Vocês trabalharam muito esta hora.	You worked hard this hour.

O aluno

abrimos	open (we-form, present)
a porta	door
a janela	window
Por que não abrimos a porta e umas janelas?	Why don't we open the door and some windows?
fazendo	making
está fazendo	it's making
Está fazendo calor aqui.	It's hot in here.

O professor

boa	good
a idéia	idea
Boa idéia.	Good idea.

O professor

já	already, yet
tomaram	take (they-form, past)
o café	coffee
Vocês já tomaram café?	Did you have (take) coffee yet?

O aluno

tomamos	take (we-form, past)
chegamos	arrive (we-form, past)

embaixo	below
lá embaixo	downstairs (there below)
Já.[1] Tomamos lá embaixo quando chegamos.	Yes, we did. We had (took) some downstairs when we arrived.

O professor

nada	nothing
ainda não	not yet
Eu ainda não tomei nada.[2]	I haven't had anything yet.
jantei	eat dinner (I-form, past)
a noite	night
à noite	at night
ontem à noite	last night (yesterday at night)
demais	too much
Jantei demais ontem à noite.	I ate too much (dinner) last night.

O professor

Boa tarde.	Good afternoon.
almoçaram	eat lunch (they-form, past)
Os senhores almoçaram bem?	Did you have a good lunch?

---

[1] Já, meaning 'already', is used here in response to the já in the question just asked.

[2] Literally, 'I did not take nothing yet'. This kind of double negative is standard in Portuguese.

O aluno

almoçamos	eat lunch (we-form, past)
fomos	go (we-form, past), i.e., 'I went'
o restaurante	restaurant
em frente	across the street
Almoçamos, sim. Nós fomos ao restaurante em frente.	Yes, we did. We went to the restaurant across the street.

Grammatical Observations
And
Practice

Part I. -ar verbs in the past; we-forms and they-forms.

Practice 1: (Recorded)

Listen to this group of we-forms of -ar verbs in the past. In each case, the voice says 'we did something'. Remember that this form happens to be the same as the one that says 'we do something' (in the present).

(1-14)

Practice 2: (Recorded)

Now practice repeating these we-forms.

(1-14)xx

Practice 3: (Recorded)

This is a comprehension check. After each lettered item is presented on the tape, stop the tape and select the correct meaning of that item from the list below. Write the corresponding number in the blank. Answers are at the end of this unit.

a. ____________
b. ____________
c. ____________
d. ____________
e. ____________
f. ____________
g. ____________
h. ____________
i. ____________

1. we worked
2. we had lunch
3. we ate dinner
4. we prepared
5. we lived
6. we arrived
7. we got up
8. we practiced
9. we took

j. ____________

k. ____________

l. ____________

10. we noted
11. we stayed
12. we liked

Practiced 4: (Recorded)

Now listen to these they-forms of -ar verbs in the past. In each case the speaker is saying that 'they' or 'you-all' did something.

(1-14)x

Practice 5: (Recorded)

In this exercise you are to practice repeating the they-forms that appear on the tape.

(1-14)xx

Practice 6: (Recorded)

This is another comprehension check, similar to the one in Practice 3 above. Listen to the items on the tape and indicate in the blanks below the number of the correct English equivalent.

a. ____________

b. ____________

c. ____________

d. ____________

e. ____________

f. ____________

g. ____________

h. ____________

i. ____________

j. ____________

k. ____________

l. ____________

1. they worked
2. they liked
3. they took
4. they visited
5. they ate lunch
6. they arrived
7. they studied
8. they prepared
9. they passed
10. they had dinner
11. they spoke
12. they thought

Practice 7: (Recorded)

In this exercise one of the instructors will ask the other if some other people (êles or elas) did something. The second instructor will answer in the affirmative. You are to repeat the answer after the second instructor gives it.

(1-10)

Practice 8: (Recorded)

This exercise is similar to the preceding one. However, this time the questions are directed at you, and you are to answer affirmatively in the pause provided on the tape before the second instructor responds with the correct answer.

(1-10)

Practice 9: (Recorded)

Now the first instructor addresses both you and the second instructor, asking the two of you (os senhores) if you did something. Let the second instructor answer first, then you mimic his answer. Some answers will be affirmative, others negative.

(1-10)

Practice 10: (Recorded)

This time through, you answer first, then listen to the second instructor confirming your response. Answer affirmatively each time.

(1-10)

Practice 11: (Recorded)

Same procedure as in No.10 above, but this time answer in the negative.

(1-8)

Practice 1 : (Recorded)

Listen to the instructions given on the tape, and ask the questions that are suggested there. Then check the tape for confirmation. This exercise is in two parts.

(1-8)

Observation:

Since you are going from English into Portuguese, it is often to your advantage to take English equivalents into special account. Such is the case with the English equivalents of the past tense forms you have been practicing. So far we have indicated the English equivalents as simple pasts. For example:

trabalhei	=	I worked
ficou	=	he stayed
levantamos	=	we got up
falaram	=	they talked, or they spoke

But we could also have translated them as follows:

trabalhei	=	I *have* worked
ficou	=	he *has* stayed
levantamos	=	we *have* gotten up
falaram	=	they *have* talked, or they *have* spoken.

There is no separate tense in Portuguese for translating the English construction of the type (*have*/*has* + past participal of main verb), often referred to as the 'present perfect tense'. Portuguese uses the simple past in most instances where English uses this kind of construction. Thus, for example, in a situation where you might be inclined to say 'He has eaten lunch', you will need to recast your thoughts in terms of 'He *ate* lunch' (*êle almoçou*). Similarly, the question 'Has he eaten lunch?' would be reinterpreted as 'Did he eat lunch?' (*êle almoçou*?).

Practice 1 : (Recorded)

How would you say the following in Portuguese? This time the verification procedure is different. Keep the response in the right hand column below covered until after you have spoken aloud. Then verify your response by checking the tape and the printed answer below.

1. Joe has worked a lot.	O José trabalhou muito.
2. Joe has prepared the lesson.	O José preparou a lição.
3. Has Joe arrived?	O José chegou?
4. Has Joe gotten up?	O José levantou?
5. I have had (taken) coffee.	Eu tomei café.
6. I have studied two hours.	Eu estudei duas horas.
7. We have had lunch.	Nós almoçamos.
8. We have avoided the traffic.	Nós evitamos o tráfego.
9. They have spoken well of you.	Êles falaram bem de você.
10. Have they practiced?	Êles praticaram?

Observation:

The word já ('already', 'yet') very often appears with past tense forms in those situations where the English equivalent might likely be stated in the present perfect tense.

a. Já tomaram café? (Have you taken coffee yet?)

b. Nós já jantamos. (We have already eaten dinner.)

The já has the effect of bringing the action out of the past right up into the present, which is more or less what the 'have' does in the English construction.

We have already pointed out that a já in a question is often echoed by a já in the answer.

Já tomaram café?

Já. Tomamos já embaixo.

Another example:

Já almoçou?	(Have you eaten lunch yet?)
Já.	(I did.)

If the answer is 'not yet', then you will most likely find this sequence:

Já almoçou?	
Ainda não	(Not yet.)

Practice 1[illegible]: (Recorded)

Ask the questions suggested by the tape, using the nouns and pronouns given (José, êle, etc.). Check the tape for confirmation.

(1-[illegible])

Practice 1[illegible]: (Recorded)

This time you will hear a series of questions of the sort 'Has so-and-so done such-and-such yet?' In each case you are to answer, 'Not yet, but he's going to do such-and-such now'. You will then hear your response confirmed on the tape.

Example:

Q. O Paulo já preparou?

A. Ainda não, mas êle vai preparar agora.

(1-[illegible])

Practice 1[illegible]: (Recorded)

Now, the question will be 'Have you (plural) done such-and-such yet?'. Your answer will be, 'Yes, we did such-and-such last night'. Begin each answer with Já.

(1-[illegible])

Practice 1[illegible]: (Recorded)

How would you say these brief thoughts in Portuguese? Be sure you can do these easily.

a. With já.

1. He has already taken coffee.
2. He has already gotten up.
3. He has already spoken.
4. I have already practiced.
5. I have already eaten lunch.
6. We have already eaten dinner.
7. We have already studied.
8. They have already arrived.

b. With ainda não.

1. I haven't studied yet.
2. I haven't lived there yet.
3. They haven't gone to the party yet.
4. They haven't gotten up yet.
5. We haven't eaten lunch yet.
6. We haven't eaten dinner yet.

Part II: We- and they-forms of 'having' and 'going', in the Past.

Practice 1[illegible]: (Recorded)

Repeat each of these short sentences after your instructor. Group A says 'we had to do something', and Group B says 'they had to do something'.

A. 1. Tivemos que praticar.
2. Tivemos que trabalhar.
3. Tivemos que almoçar.
4. Tivemos que passar.
5. Tivemos que ficar.

6. Tivemos que sair.
7. Tivemos que abrir.
8. Tivemos que jantar.

B 1. Tiveram que tomar.
2. Tiveram que levantar.
3. Tiveram que comer.
4. Tiveram que sair.
5. Tiveram que ficar.
6. Tiveram que abrir.
7. Tiveram que almoçar.
8. Tiveram que jantar.

Practice 19: (Recorded)

Listen to these questions on the tape, then respond affirmatively. Your answer will be either 'Yes, we had to' or 'Yes, they had to'. Confirm with the tape.

(1-8)

Practice 20: (Recorded)

Now, how would you ask the following questions? Use êles and vocês. Confirm with the tape and by checking below.

1.	Did they have to leave?	Êles tiveram que sair?
2.	Did they have to stay?	Êles tiveram que ficar?
3.	Did they have to study?	Êles tiveram que estudar?
4.	Did they have to prepare?	Êles tiveram que preparar?
5.	Did they have to get up?	Êles tiveram que levantar?
6.	Did you (plural) have to eat lunch?	Vocês tiveram que almoçar?
7.	Did you (plural) have to work?	Vocês tiveram que trabalhar?
8.	Did you (plural) have to arrive early?	Vocês tiveram que chegar cedo
9.	Did you (plural) have to speak Portuguese?	Vocês tiveram que falar português?
10.	Did you (plural) have to talk a lot?	Vocês tiveram que falar muito?

Practice 21: (Recorded)

Now make these negative statements, and confirm on the tape and below.

(1-7)

1.	We didn't have to work.	Não tivemos que trabalhar.
2.	We didn't have to leave.	Não tivemos que sair.
3.	We didn't have to study.	Não tivemos que estudar.
4.	We didn't have to prepare.	Não tivemos que preparar.
5.	We didn't have to speak.	Não tivemos que falar.
6.	We didn't have to stay.	Não tivemos que ficar.
7.	We didn't have to open.	Não tivemos que abrir.

Practice 22: (Recorded)

Repeat each of these short sentences after your tape instructor. Group A says 'we went' somewhere; Group B says 'they went' somewhere.

A. 1. Fomos ao centro.
2. Fomos à embaixada.
3. Fomos ao restaurante.
4. Fomos lá embaixo.
5. Fomos ao Rio.
6. Fomos à cidade.
7. Fomos à escola.

B. 1. Foram à festa.
2. Foram à escola.
3. Foram a Nova York.
4. Foram ao túnel.
5. Foram ao Leme.
6. Foram à cidade.
7. Foram ao Rio.

Practice 23: (Recorded)

Respond to these questions in the negative, saying either 'No, we didn't go', or 'No, they didn't go', whichever is appropriate. Then check yourself with the correct response on the tape.

(1-9)

Practice 24: (Not recorded)

Give the Portuguese equivalents of these brief English sentences. Uncover the right hand column only to check your answers. You will find a variety of forms in this exercise.

1. Yara went to Boston yesterday.	A Yara foi a Boston ontem.
2. Maria and Paul went with her.	Maria e Paulo foram com ela.
3. Robert and Bill went to New York.	Roberto e Bill foram a Nova York.
4. Santos and I didn't go with them.	Santos e eu não fomos com êles.
5. We went to have dinner in Bethesda.	Fomos jantar em Bethesda.
6. But we didn't go to the movies.	Mas não fomos ao cinema.
7. I went home (para casa).	Eu fui para casa.
8. And Santos went to visit a friend.	E o Santos foi visitar um amigo.

Part III. Present tense: We-forms and they-forms of ter, ser and estar.

A. The verb ter.

Practice 25: (Recorded)

In this series of questions and answers an instructor will ask 'How many _____ do they have?' or 'How many _____ do you-all have?'. A second instructor will answer appropriately either 'We have _____' or 'They have _____'. There is space on the tape for you to repeat questions and answers.

Practice 26: (Recorded)

Ask the following questions of your friends, whom you address as vocês. Follow the pattern Vocês têm que...? You can verify your questions by checking the column on the right or by listening to the tape.

1.	Do you have to study now?	Vocês têm que estudar agora?
2.	Do you have to get up early?	Vocês têm que levantar cedo?
3.	Do you have to speak English?	Vocês têm que falar inglês?
4.	Do you have to live in Rio?	Vocês têm que morar no Rio?
5.	Do you have to work today?	Vocês têm que trabalhar hoje?
6.	Do you have to stay in the school?	Vocês têm que ficar na escola?
7.	Do you have to leave with Joe?	Vocês têm que sair com José?

Practice 27: (Recorded)

Now try these. Verify on tape and below.

1.	We have two cars.	Temos dois carros.
2.	We have four daughters.	Temos quatro filhas.
3.	We have only one home.	Temos só uma casa.
4.	We have to prepare the dialog.	Temos que preparar o diálogo.
5.	We have to speak with you.	Temos que falar com você.
6.	We have to leave now.	Temos que sair agora.
7.	We have to spend the night.	Temos que passar a noite.
8.	We don't have to speak English.	Não temos que falar inglês.
9.	We don't have to do that (isso).	Não temos que fazer isso.

B. Ser and estar.

Observation: You will recall that you learned to use forms of ser when speaking of one's origin, where one comes from.

De onde você é?	Where are you from?
Sou de Nova York.	I'm from New York.

You also learned that you use forms of ser when speaking of the permanent, geographically fixed location of something.

A embaixada é no centro.	The embassy is downtown.
O Rio é no Brasil.	Rio is in Brazil.

On the other hand, you learned that when the location is not fixed, but temporary, forms of estar are called for. Recall such sentences as these:

O Paulo está no centro.	Paul is downtown.
Eu estou no Brasil.	I'm in Brazil.

The above principles apply, of course, to the we-form and they-form of each of these verbs too. Here are the new forms:

	ser	estar
We are:	somos	estamos
They are:	são	estão

Hence, in summary, the four present tense forms of each are:

	ser	estar
I-form	sou	estou
He-form	é	está
We-form	somos	estamos
They-form	são	estão

Practice 28: (Recorded)

Now practice the we-forms. Repeat these short utterances after your instructor. In each case he says 'we are.....', first with somos, then with estamos.

Practice 29: (Recorded)

This is a practice with the they-forms, first são, then estão. Repeat after your instructor.

Practice [illegible]: (Recorded)

Give the information requested on the tape.

Practice 1: (Recorded)

Answer affirmatively the questions given on the tape. Give just the appropriate verb form, followed by *sim*. Then check the tape for confirmation.

Part IV: The use of *ser* for identity.

Observation:

Ser is used with nouns to identify or classify. When we say that *Yara é solteira* we are identifying or classifying her as a 'single girl'. Likewise, when we refer to another young lady and say that *Ela é filha do Senhor Silva* we are identifying or classifying her as a 'daughter', and very specifically, the daughter of Mr. Silva. In both cases the formula is the same: *é* (a form of *ser*) plus a noun (*solteira* and *filha*). You can easily observe the same formula in *Êste é o meu amigo*. In the sentence *É êle* ('It is he') the pronoun *êle* replaces a noun, but the same principle is involved.

People are classified in many ways: among the more common are nationality, job or profession, and membership in groups.

O Paulo é americano.

O Paulo é professor.

O Paulo é aluno.

Additional assorted examples of identification, all requiring *ser*, would be the following:

I am a Republican.

This is a hammer.

Ed is a lawyer.

Ed's car is a Ford.

Is it you?

KLM is an airline.

It's a boy!

In the plural:

We are housewives.
The men are all actors.
The passengers are children.
You are fools!

In all such cases the verb that is used with the identifying noun or pronoun is a form of ser. Forms of estar can never be used.

Practice 32: (Recorded)

A. Preliminary step.

You need to know the Portuguese words for 'Brazilian', both masculine and feminine, in order to do this exercise and several of the following. Practice these words now.

brasileiro: ( ) ( )x ( )x ( )x

brasileira: ( ) ( )x ( )x ( )x

B. Listen to these questions and answers as given by Instructors A and B.

Practice 33: (Recorded)

Respond to these taped questions affirmatively, then check the tape for confirmation.

Practice 34: (Not recorded)

Practice making these statements and asking these questions until you can do them flawlessly. Use the right hand column only as a check.

1. Are you a teacher?	O senhor é professor?
2. No, I'm a student.	Não, sou aluno.
3. We all (todos) are students.	Todos somos alunos.
4. We all are americans.	Todos somos americanos.

5.	Paul and Robert are Brazilians.	Paulo e Roberto são brasileiros.
6.	And they're not students.	E não são alunos.
7.	Where are they from?	De onde êles são?
8.	They're from Recife.	São do Recife.
9.	Are you (all) from the American Embassy?	Os senhores são da Embaixada Americana?
10.	We are, yes.	Somos, sim.
11.	Is this your car?	Este é o seu carro?
12.	No, it's not.	Não, não é.

Practice 35: (Recorded)

The two short dialogs printed below are recorded on the tape. Listen to them and practice them with yourself or a fellow student until they flow freely.

1. A. Eles são brasileiros?
   B. Não, não são. São americanos.
   A. E os senhores? O que são?
   B. Somos americanos também.
   Somos da Flórida.

2. A. Todos somos alunos.
   E os senhores, são alunos também?
   B. Não, não somos.
   A. São professores?
   B. Somos, sim.
   A. De onde são?
   B. Somos do Brasil.

Observation:

The verb ser is also used in telling time, as you have observed in the dialog of this unit. This will be treated as a separate topic in the next unit.

Part V: The double negative não... nada.

Practice [illegible]: (Recorded)

Practice these short sentences, all of which contain the double negative não... nada.

1.	Não sei nada. ( )x	I don't know anything.
2.	Não tenho nada. ( )x	I don't have anything.
3.	Êle não fala nada. ( )x	He doesn't speak anything.
4.	Êle não pode fazer nada. ( )x	He can't do anything.
5.	Ela não vai preparar nada. ( )x	She's not going to prepare anything.
6.	Ela não gosta de nada. ( )x	She doesn't like anything.
7.	Ela não gosta de fazer nada. ( )x	She doesn't like to do anything.
8.	Você não pretende fazer nada? ( )x	Don't you plan to do anything?
9.	Você não falou nada? ( )x	Didn't you say anything?
10.	Vocês não prepararam nada? ( )x	Didn't you all prepare anything?
11.	Eu não tive que estudar nada. ( )x	I didn't have to study anything.
12.	Eu não achei nada. ( )x	I didn't think anything.
13.	Não é nada. ( )x	It's nothing. (It isn't anything).

Observation:

The double negative of the type illustrated above is considered bad grammar in English 'I don't' know nothing'), but it has no such pejorative connotation in Portuguese.

Comprehension (Recorded)

Listen to these sentences on the tape. Tell your instructor which ones are not clear to you.

Applications

A. Practice putting these thoughts into Portuguese.

1. I know (eu sei) that he's married.
2. I know that he studies a lot.
3. I know what (o que) you can do.
4. I don't know what they can do.
5. I don't know what to do.
6. I don't know what to study.
7. I don't know what to prepare.
8. I don't know when to study.
9. I don't know when to leave.
10. I don't know where to live.
11. I don't know (conheço) your friend.
12. Good afternoon! Did you (os senhores) study a lot?
13. Good afternoon! Did you arrive OK?
14. Good afternoon! Did you eat lunch in the restaurant?
15. Good evening! Did you have dinner already?
16. Good evening! Did you work hard today?
17. Good idea! Let's (vamos) leave now!
18. Good idea! Let's get coffee later!
19. Good idea! Let's study tomorrow!
20. Good idea! Let's practice more!
21. It's two o'clock. Did she have lunch yet?
22. It's 9:00. Are you going to work now?
23. It's 5:00. Are we going to have dinner now?
24. It's 11:00. When are they going to study?
25. It's late. When are they going to leave?
26. It's early. Why is he going to get up now?

(The following are in the form of brief exchanges. Do these with a fellow student.)

27. Do you think it's a good idea?
    Sure! Let's go now!

28. Do you think it's a good idea?
    Sure! Let's eat dinner at home tonight.

29. Do you think it's a good idea?
No. I don't want to do that.

30. Do you think it's a good idea?
No. I don't like the idea.

31. Do you (os senhores) think it's a good idea?
No, we don't. We're tired. We have worked hard this afternoon.

32. It's ten o'clock. Do you think they've arrived yet?
I don't know. We can make a phone call.

33. It's six o'clock. Do you think they went to the movies?
I don't know. We can talk to Paul.

34. Do you think they went downtown tonight?
No. They went there last night.

35. Do you think.....?
(Interrupting, because you're tired of these questions:)
No, I don't think!

B. Practice this tale (of woe), then recount it to your teacher. It's all in fun. The Portuguese version is on the tape, the English version below.

1. It's ten o'clock.
2. The teachers haven't arrived yet, and I think I know why.
3. They went to a party last night, and they stayed there until very late.
4. Gosh! And we, [the] students, we studied so much! (so much = tanto). We spent hours on the dialog. We studied all night.
5. And the teachers aren't here yet.
6. We can't do the dialog without the teachers.
7. Well—(ôba!) Here they are! Good afternoon!

C. Prepare this brief dialog for display to your instructor.

A. I'm hungry.

B. Me (eu) too. Where are we going to have lunch today?

A. I don't know. But I don't want to eat across the street (lá em frente) again.

B. Why don't we go to the Lucas restaurant?

A. Good idea! I haven't gone there yet.

B. Paulo and Yara ate dinner there last night. They said (that) they liked the food very much.

ANSWERS: Practice 3.

a.	4.	g.	1
b.	12	h.	3
c.	6	i.	11
d.	7	j.	9
e.	2	k.	8
f.	10	l.	5

Practice 6.

a.	3	g.	12
b.	5	h.	2
c.	9	i.	8
d.	10	j.	7
e.	1	k.	4
f.	11	l.	6

UNIT 16

PREPARATION

1. Verbs of the -*ar* type have their own special set of endings in the past. You already know these endings, since you have been working with them in recent units. In this unit you will learn how to use -*er* type verbs in the past.

2. Recall the endings of a typical -*ar* verb in the past.

trabalh*ei*	( )x	'I worked'	trabalh*amos*	( )x	'we worked'
trabalh*ou*	( )x	'he worked'	trabalh*aram*	( )x	'they worked'

3. Here is another example.

fal*ei*	( )x	'I talked'	fal*amos*	( )x	'we talked'
fal*ou*	( )x	'he talked'	fal*aram*	( )x	'they talked'

4. The endings of -*er* type verbs in the past are different. Take, for example, the verb which represents 'drinking'. The neutral form is *beber*.

beber: ( ) ( )x ( )x ( )x

5. The I-form in the past ('I drank') is beb*i*. Notice the stressed *i* ending.

bebi: ( ) ( )x ( )x ( )x

6. The neutral form of the verb which represents 'writing' is *escrever*.

escrever: ( ) ( )x ( )x ( )x

7. The I-form in the past ('I wrote') is *escrevi*.

escrevi: ( ) ( )x ( )x ( )x

8. Which of these two means 'I wrote'?

(1) (2) (1) (2)

(2)

9. No. 1 is not the right answer because the stress is not on the right syllable, i.e. the final syllable.

10. The neutral form for 'eating' is comer.

comer: ( ) ( )x ( )x ( )x

11. You would expect then that 'I ate' would be comi. And that is indeed the form.

comi: ( ) ( )x ( )x ( )x

12. The ending for the he-form is the stressed diphthong -eu. You will recognize this diphthong as the same one that is in the words meu and seu.

meu: ( )x ( )x
seu: ( )x ( )x

13. Here is the he-form of 'eating', in the past ('he ate').

comeu: ( ) ( )x ( )x ( )x

14. This is the way you say 'he drank'.

bebeu: ( ) ( )x ( )x ( )x

15. Remember that 'I wrote' is escrevi. How would you say 'he wrote'?

(escreveu)

Verify: ( )x ( )x

16. Repeat:

comeu: ( )x ( )x
bebeu: ( )x ( )x
escreveu: ( )x ( )x

17. A verb that is very useful, because we all do it, is the verb 'forget'. The neutral form is esquecer.

esquecer: ( ) ( )x ( )x ( )x

18. The form for 'he forgot' is:

esqueceu: ( ) ( )x ( )x ( )x

19. How would you say 'I forgot'?

(esqueci)

Verify: ( )x ( )x

20. Now repeat 'I forgot', then 'he forgot'.

esqueci: ( )x ( )x
esqueceu: ( )x ( )x

21. The we-form of -er type verbs in the past is the same as the we-form in the present. The form ends in -emos. You probably recall this ending from the present tense forms podemos, pretendemos.

22. Thus, the form bebemos can mean either 'we drink' or 'we drank'. Only the context makes clear which meaning is intended.

23. Repeat 'we drank'.

bebemos: ( )x ( )x

24. How would you say 'we forgot'? (The neutral form is esquecer.)

(esquecemos)

Verify: ( )x ( )x

25. How would you say 'we ate'? (The neutral form is comer.)

(comemos)

Verify: ( )x ( )x

26. Repeat both 'we forgot' and 'we ate'.

esquecemos: ( )x ( )x
comemos: ( )x ( )x

27. Listen to the ending which marks the they-form.

( ) ( ) ( )x ( )x ( )x

28. This is 'they ate'.

( ) ( )x ( )x ( )x

29. This is 'they forgot'.

( ) ( )x ( )x ( )x

30. Here are the above two items in print. Repeat again.

comeram: ( )x ( )x
esqueceram: ( )x ( )x

31. How would you say 'they drank'?

(beberam)

Verify: ( )x ( )x

32. Repeat:

beberam: ( )x ( )x
comeram: ( )x ( )x
esqueceram: ( )x ( )x

33. In summary, the four forms of a typical -er type verb in the past are:

bebi ( )x bebemos ( )x
bebeu ( )x beberam ( )x

34. Another example:

esqueci: ( )X
esqueceu: ( )X
esquecemos: ( )X
esqueceram: ( )X

35. Here is another example, using a new verb (ler) 'to read'. The stem is short (just l) but the pattern is the same.

ler: ( )X ( )X
----
li: ( )X ( )X
leu: ( )X ( )X
lemos: ( )X ( )X
leram: ( )X ( )X

36. The following frames deal with a concept we shall label reflexives. In the English sentence 'I cut myself', the pronoun 'myself' is sometimes referred to as a reflexive pronoun since it 'reflects' back upon the actor 'I'. The doer of the action and the receiver of the action are the same person.

37. Similarly, in the sentence 'He dragged himself out of bed.' the pronoun 'himself' can be considered a reflexive pronoun since it 'reflects' back upon the actor 'He'. The actor and the receiver are one and the same person.

38. Furthermore, it is common practice to label each of the verbs in the two sentences cited above reflexive verbs. They are directly involved in the reflexive relation between the actor and the receiver.

39. Hence, in the sentence, 'She fooled herself that time' the word 'herself' is properly called a r__________ p________.
(reflexive pronoun)

40. In the same sentence, the word 'fooled' is properly called a r_________ v___________.
(reflexive verb)

41. Portuguese has numerous examples of reflexive verbs and reflexive pronouns similar to those just illustrated, where clearly the actor is doing something to himself.

42. Here are the reflexive pronouns in Portuguese.

me: ( ) ( )x ( )x = myself

nos: ( ) ( )x ( )x = ourselves

se: ( ) ( )x ( )x = himself, herself, yourself, themselves, yourselves, itself

43. These reflexive pronouns frequently precede the verb. Thus, if you want to say 'I know myself', you may say:

Eu me conheço: ( ) ( )x ( )x

44. If you want to say 'I prepare myself', you can say:

Eu me preparo: ( ) ( )x ( )x

45. 'He prepares himself' can be said like this:

Êle se prepara: ( ) ( )x ( )x

46. How would you say 'He knows himself'?

Êle __ _______.

Verify: ( )x ( )x

47. How would you say 'She knows herself'?

Ela __ _______.

Verify: ( )x ( )x

48. 'He confuses himself' is:

Êle se atrapalha: ( )x ( )x ( )x

49. How do you say 'I confuse myself'?

(Eu me atrapalho)

Verify: ( )x ( )x

50. Sometimes you will find a reflexive construction where the reflexive pronoun comes after the verb.

Chama-se Yara: ( )x ( )x

51. Literally, this expression says 'She calls herself Yara'. In normal English we would avoid a reflexive and say something like 'Her name is Yara.'

Chama-se Yara. ( )X ( )X

52. You can also hear this said as follows:

Ela se chama Yara. ( )X ( )X

53. Now, here is how you say 'My name is Joe'.

Eu me chamo José. ( )X ( )X

54. Sometimes you will find that a Portuguese verb is reflexive even though the actor is not performing the action on himself. Such a case is the verb 'remember'. The neutral form is lembrar.

lembrar ( )X ( )X

55. When the Portuguese speaker wants to say 'I remember', he may say:

Eu me lembro: ( ) ( )X ( )X

It seems like he is saying 'I remember myself', but actually he is just saying the equivalent of 'I remember'.

56. Since 'remember' is an -ar type verb, how would you say 'he remembers'?

Êle __ _______

Verify: ( )X ( )X

57. The negative 'não precedes the reflexive pronoun. Thus, the way to say 'I don't remember' is:

Eu não me lembro: ( ) ( )X ( )X

58. How do you say 'I don't call myself' or 'My name is not'?

(Eu não me chamo) Verify: ( )X ( )X

59. How do you say 'She doesn't remember'? (Answer aloud.)

Ela n__ s_ l_____

Verify: ( )X ( )X

60. How would you say 'He doesn't call himself Joe'?

(Êle não se chama José) Verify: ( )X ( )X

61. How would you say 'She doesn't confuse herself'?
(Ela não se atrapalha) Verify: ( )X ( )X

62. How would you say 'I don't confuse myself'?
(Eu não me atrapalho)

Verify: ( )X ( )X

63. Another reflexive verb is deitar 'to go to bed'. Here is the way to say 'He goes to bed'.

Êle se deita: ( ) ( )X ( )X

64. 'I go to bed' is:

Eu me deito: ( ) ( )X ( )X

65. How would you say 'He doesn't go to bed'? Answer aloud.

Êle ____ __ _____

Verify: ( )X ( )X

66. How would you say 'I went to bed'?

Eu ___ _____

Verify: ( )X ( )X

67. How would you say 'He went to bed'?

Verify: ( )X ( )X

68. In spite of what you have just been practicing, you will find that the reflexive element will often be omitted in the verbs 'remember' and 'go to bed' with no apparent change in meaning. Thus you may hear somebody say:

Eu lembro: I remember

Eu deito: I go to bed

Either pattern is normal. We will recommend, however, that you practice the reflexive so that you feel comfortable with it and so that you recognize it when others use it.

69. The verb levantar, which you have already learned as a non-reflexive, can also be used reflexively, with no change in meaning. Thus, if you want to say 'I got up', you can say either:

a. Eu levantei: ( )X ( )X, or

b. Eu me levantei: ( )X ( )X

70. Using the reflexive, how would you say 'He got up'?

(Êle se levantou) Verify: ( )X ( )X

71. Let us finish this Preparation section with a brief reference to contractions. You have already learned a number of contractions. In this unit you will learn several more, all of them involving the preposition por and a definite article. Here is the first one, the joining together of por and the definite article a. por + a = pela

pela: ( )X ( )X

72. Now let's look at another one. Here is the contraction for por + the definite article o. por + o = pelo

pelo: ( )X ( )X

73. It follows then that the combination of por plus the plural definite article os results in pelos.

pelos: ( )X ( )X

74. It also follows that the combination of por plus the plural definite article as results in pelas.

pelas: ( )X ( )X

75. Now, go on to the dialog but before doing so please take note of this summary of the new verbs presented in this Preparation section.

beber
escrever
ler
comer
esquecer

deitar (-se)
lembrar (-se)

Note on the Dialog

The steps involved in the presentation of the dialog have now been reduced to two, Pronunciation and Fluency. Before beginning the Pronunciation step, we suggest you glance over the English version of the dialog in order to familiarize yourself with the general content. Then procede with the Pronunciation step. You will want to keep your book open for the Pronunciation step in order to check on the meaning of new words, etc., but keep in mind, that, as before, the printed page does not reflect the many partial utterances that are used on the tape to develop your pronunciation.

Do the Fluency step several times until you can say the sentences smoothly, without hesitation. Be sure you know 'what' you are saying. You will probably want to keep your books open during this step in order to check on the English equivalents. Your goal here is not so much to memorize the sequence of ideas and actions as it is to be able to produce a fluent Portuguese sentence when cued by the English. Of course, if you can also memorize the sequence of ideas and actions, so much the better!

Dialog (Recorded)

Portuguese	English
Aluno	
o sono	sleep
com sono	sleepy
(bocêjo)	(yawn)
desculpe	excuse (command form)
Eu estou com sono. (Bocêjo) Desculpe.	I'm sleepy. (Yawn) Excuse me.
Professor	
nada	nothing
de nada	that's O.K., think nothing of it.
De nada. O senhor passou bem a noite?	That's O.K. Did you have a good night?
Aluno	
acordado	awake
Passei, sim. Mas ainda não estou acordado.	Yes. I did. But I'm not awake yet.

Professor

a que horas?	At what time?
se deitou	went to bed (he-form, -ar type)
A que horas o senhor se deitou? Às onze?	What time did you go to bed? At eleven?

Aluno

me lembro	I remember (-ar type)
Não me lembro.	I don't remember.
escrevi	I wrote (-er type)
a carta	letter
li	I read (-er type)
o jornal	newspaper
logo depois	shortly afterwards
me deitei	I went to bed (-ar type)
Escrevi uma carta, li o jornal, e (bocêjo), logo depois me deitei.	I wrote a letter, read the paper and (yawn) shortly afterwards I went to bed.
por	around, about
pela (contraction of por and a)	around, about the
meia	half, middle
a meia-noite	midnight
Lá pela meia-noite.	Around midnight.

Professor

começar	begin (neutral form)
Bom, vamos começar!	Well, let's begin!

Aluno

Iiii !	(an expression of dismay roughly equivalent here to 'oh, no!')
esqueci	I forgot (-er type)
o livro	book
Iiii... Esqueci o meu livro.	Oh, no! I forgot my book.

estava	I was
tanta	so much
a pressa	haste
deixei	I left (-ar type)
Estava com tanta pressa que deixei tudo em casa.	I was in such a hurry that I left everything at home.

Grammatical Observations And Practice

Part I

Practice 1. (Recorded)

Practice saying these past forms of -er type verbs.

a. He-forms

1. comeu : ( )X ( )X : ate
2. bebeu : ( )X ( )X : drank
3. escreveu: ( )X ( )X : wrote
4. esqueceu: ( )X ( )X : forgot
5. leu : ( )X ( )X : read
6. choveu : ( )X ( )X : rained

b. They-forms

1. comeram : ( )X ( )X : ate
2. beberam : ( )X ( )X : drank
3. escreveram: ( )X ( )X : wrote
4. esqueceram: ( )X ( )X : forgot
5. leram : ( )X ( )X : read

c. I-forms

1. comi : ( )X ( )X : ate
2. bebi : ( )X ( )X : drank
3. escrevi: ( )X ( )X : wrote
4. esqueci: ( )X ( )X : forgot
5. li : ( )X ( )X : read

d. We-forms

1. comemos : ( )X ( )X : ate
2. bebemos : ( )X ( )X : drank
3. escrevemos: ( )X ( )X : wrote
4. esquecemos: ( )X ( )X : forgot
5. lemos : ( )X ( )X : read

e. (And just to refresh your memory, here are the neutral forms.)

1. comer : ( )X ( )X : idea of eating
2. beber : ( )X ( )X : idea of drinking
3. escrever : ( )X ( )X : idea of writing
4. esquecer : ( )X ( )X : idea of forgetting
5. ler : ( )X ( )X : idea of reading
6. chover : ( )X ( )X : idea of raining

Practice 2: (Recorded)

In this practice Instructor A will ask Instructor B questions using the past forms you have just reviewed. Just listen this time through.

(1-13)

Practice 3: (Recorded)

In this practice you will hear a similar set of questions and answers. There is a space after each question and after each answer for you to repeat.

Practice 4: (Recorded)

In this set of questions you will be asked if Yara did something. You are to say that she didn't, but that you did. The verifying answer is on the tape.

Example:

Question: A Yara leu o livro?

Your answer: Não, não leu, mas eu li.

(1-7)

Practice 5: (Recorded)

In this set of questions you will be asked if they did something. You are to say that they didn't, but that we did. Confirm your answer with the tape.

Example:

Question: Eles leram o livro?

Your answer: Não, não leram, mas nós lemos.

(1 - 6)

Practice 6: (Recorded)

These questions all begin with 'What did you...?' Repeat the answers which are supplied by the tape. Some contain -er type verbs, others -ar type verbs.

Part II: Telling Time.

The following exercise has been prepared to teach you a number of useful time expressions. Repeat each one after the voice on the tape and follow along with the Portuguese and English below. You should do this practice several times.

Practice 7: (Recorded)

1.	São dez (horas):	( )X	( )X	It's ten o'clock.
2.	meia:	( )X	( )X	half
3.	dez e meia:	( )X	( )X	ten thirty (ten and a half)
4.	São dez e meia:	( )X	( )X	It's ten thirty (half past ten)
5.	São dez e trinta:	( )X	( )X	It's ten thirty.
6.	São seis e meia:	( )X	( )X	It's six thirty.
7.	São seis e trinta:	( )X	( )X	It's six thirty.
8.	São seis e cinco:	( )X	( )X	It's 6:05.
9.	São seis e oito:	( )X	( )X	It's 6:08.
10.	São seis e vinte:	( )X	( )X	It's 6:20.
11.	São seis e vinte e dois:	( )X	( )X	It's 6:22.
12.	São seis e quarenta:	( )X	( )X	It's 6:40.
13.	São seis e quinze:	( )X	( )X	It's 6:15.
14.	São seis e um quarto:	( )X	( )X	It's a quarter past six.

15.	para:	( )X	( )X	for, towards
16.	para as seis:	( )X	( )X	'towards' six (to six)
17.	São dez para as seis:	( )X	( )X	It's ten to six.
18.	São vinte para as seis:	( )X	( )X	It's twenty to six.
19.	São cinco para as seis:	( )X	( )X	It's five to six.
20.	São quinze para as seis:	( )X	( )X	It's fifteen to six.
21.	É um quarto para as seis:	( )X	( )X	It's a quarter to six.

- - - - - - - - - - - - -

22.	É meio-dia:	( )X	( )X	It's twelve noon.
23.	É meia-noite:	( )X	( )X	It's midnight.
24.	É uma hora:	( )X	( )X	It's one o'clock.

- - - - - - - - - - - - -

25.	A que horas?:	( )X	( )X	At what time?
26.	A que horas você janta?:	( )X	( )X	(At) what time do you eat dinner?
27.	Às oito:	( )X	( )X	At eight.
28.	Às oito em ponto:	( )X	( )X	At eight sharp.
29.	À uma:	( )X	( )X	At one.
30.	Ao meio-dia:	( )X	( )X	At noon.
31.	À meia-noite:	( )X	( )X	At midnight.
32.	Está na hora do intervalo:	( )X	( )X	It's break time.
33.	Está na hora da festa:	( )X	( )X	It's time for the party.
34.	Está na hora de sair:	( )X	( )X	It's time to leave.
35.	Está na hora de trabalhar:	( )X	( )X	It's time to work.

Notice that:

1. Time is generally given by stating the hour plus the minutes after the hour.

3:10	três e dez
4:29	quatro e vinte e nove
7:50	sete e cinqüenta

2. After the half hour, time is very commonly expressed by stating the number of minutes before the next hour.

4:40	vinte para as cinco.
7:50	dez para as oito.

3. a. The half hour is given either as meia or trinta.

7:30	sete e meia/sete e trinta.

b. The quarter hour is given as um quarto or quinze.

7:15	sete e um quarto/sete e quinze.
7:45	um quarto para as oito/ quinze para as oito.

4. When the time is not exactly on the hour, the word hora(s) is usually omitted from the time expression. When the time is on the hour, the word hora(s) is optional.

São quatro e quinze.

São cinco para as três.

(but)

São quatro (horas)

É uma (hora)

5. The singular form é is used when the item immediately following is singular; the plural form são is used when the item immediately following is plural.

1. É uma hora.
2. É meia-noite.
3. É meio-dia.
4. São três (horas)
5. São cinco para as três.
6. São cinco para a uma.

6. In Brazil the twenty-four hour clock is observed in many official contexts (radio announcements, time tables, etc.), but the twelve hour clock is adhered to in general conversation.

São vinte e três horas.	It's 11:00 p.m. (radio time)
São onze horas.	It's 11:00 p.m. (general conversation)

7. The expression está na hora de (utilizing a form of estar rather than ser) is used as the equivalent of 'it is time (to) or (for)'.

Está na hora de sair.	It's time to leave.
Está na hora da festa.	It's time for the party.

Practice 8: (Recorded)

Listen to these times as recorded on the tape. For each one select the correct time from the list below and write the corresponding letter in the blank. Answers are given at the end of this unit.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________

a. 3:15
b. 7:45
c. 7:48
d. 2:05
e. 11:55
f. 4:17
g. 5:00
h. 8:22
i. 8:42
j. 10:50
k. 1:05
l. 12:58
m. 6:50

Practice 9: (Recorded)

Now practice saying these items. Repeat after the voice on the tape, and follow along visually below.

1. It's 8:07
2. It's 7:08
3. It's 7:53
4. It's midnight
5. It's 4:45
6. It's half past one
7. It's a quarter to eight
8. It's a quarter past eight
9. It's five after one
10. It's five till one
11. It's one o'clock sharp

- - - - - - - - - - - -

12. At 4:00
13. At 7:30
14. At 1:45
15. At noon
16. At 2:05
17. At 6:47
18. At 12:15 p.m.
19. At 8:17
20. At 11:20

Practice 10: (Recorded)

How would you say these items in Portuguese? Check the tape for confirmation after you have spoken aloud. Do this exercise several times to assure a rapid and accurate response.

1. It's four thirty.
2. It's quarter past four. (quarter: um quarto)
3. It's fifteen past four. (fifteen: quinze)
4. It's fifteen to four.

5. It's a quarter to four.
6. It's five past three.
7. It's five to three.
8. It's nine o'clock.
9. At nine o'clock.
10. At nine fifteen.
11. At a quarter to nine.
12. At midnight.
13. Today at three.
14. Tomorrow at ten.
15. Tomorrow at midnight.

Part III. Reflexives.

Practice 11: (Recorded)

Practice saying these sentences and the follow-up questions. They will give you additional experience with reflexives.

1.	Eu me chamo José.	Como se chama o senhor?
2.	Eu me levanto cedo.	A que horas o senhor se levanta?
3.	Também eu me deito cedo.	A que horas o senhor se deita?
4.	Ontem eu me deitei tarde.	O senhor também se deitou tarde?
5.	Hoje eu me levantei às 9.	A que horas o senhor se levantou?
6.	Eu não me lembro.	O senhor se lembra?

Comprehension

A. Listen to these sentences and make a note of those that are not clear to you.

B. Listen to these brief dialogs on the tape. Run through each one several times until you are sure you understand them. If you find that you are helped by visual aids, follow along with the printed version below.

1. A. Estou com pressa.
   B. Outra vez! Por quê?
   A. Tenho muito que fazer.

B. Você já tomou café?

A. Não, mas agora não posso. Vou dar um telefonema.

2. A. O que é que você vai fazer hoje à noite?

B. Vou escrever umas cartas, ler o jornal e deitar cedo.

A. E você não vai estudar?

B. Vou estudar aqui hoje à tarde.

3. A. Como è que êle se chama? Não me lembro.

B. Acho que se chama...ah...ah...Esqueci..!

A. Esqueceu?!! Mas você falou.....

B. Esqueci, sim! É só que estou cansado. Deitei tarde ontem à noite.

Applications

A. How would you say the following in Portuguese?

1. I'm sleepy.
2. I'm hungry.
3. I'm sleepy and hungry.
4. Are you sleepy?
5. Are you in a hurry?
6. I was in a hurry.
7. I was in such a hurry!
8. I was in such a hurry that I left my book at home.
9. I read the letter.
10. Right afterwards I read the paper.
11. I went to bed late.
12. Around (lá pelas) two o'clock.
13. What time did Paulo go to bed?
14. I don't remember. Around one o'clock.
15. I remember well. At three thirty!
16. He wasn't (estava) sleepy last night, but he is today.
17. I wasn't sleepy when I got up, but I am now.

18. I wasn't in a hurry when I got up, but I am now.
19. I'm not in a hurry now, but I'm going to be later.
20. I have a lot to do today.
21. It looks like we're going to have dinner very late.
22. I think we're going to have dinner around ten-thirty.
23. By the way, Maria, what time are we going to have dinner?
24. Let's see. Around about 8:30. Are you hungry?
25. No, I ate too much lunch. (almoçar)
26. Yes, I am [hungry]. I haven't eaten yet today. (comer)
27. No, I'm not hungry now, but I know that (que) I'm going to be at 8:30.
28. I was so hungry !
29. I was so hungry that I ate everything !
30. I was so hungry that I didn't leave anything !
31. I was so sleepy (tanto sono) that I didn't remember.
32. I forgot everything that he said.
33. He forgot everything that I said.
34. I don't remember if he studied or not.
35. I don't remember if I said that or not.
36. He doesn't remember what time he went to bed.
37. Well ! Let's study !
38. Well ! Let's work !
39. Well ! Let's practice more !
40. Well ! Let's leave !

B. Practice putting these brief dialogs into Portuguese.

1. A. Did you have a good lunch?
   B. I ate too much.
   A. Are you sleepy?
   B. I am.
   A. Why don't we open some windows?
   B. Good idea.

2. A. I left the book at home.
   B. Here is my book.
   A. Thanks. (yawn) Excuse me.

B. Aren't you awake yet?

A. Yes, but I'm still sleepy. I read until midnight.

3. A. Did you read the paper today?

B. No, why?

A. The president has arrived in Brazil. He is in Rio now.

B. When does he go to (a) Brasilia?

A. Tomorrow, and right after (logo depois) he goes to (a) Recife.

Answers to Practice 8:

1. f
2. b
3. a
4. c
5. i
6. j
7. d
8. k
9. m
10. l
11. e
12. g
13. h

UNIT 17

Preliminary Note:

This unit introduces a slight change in format. In previous units the programmed section which preceded the dialog was designed in large part to prepare you for the presentation of that dialog. Hence we gave it the name Preparation. From now on this programmed section will concern itself primarily with new grammatical structures which may or may not appear in the dialog. The programming routine will continue but will be interrupted frequently by exercises appropriate to the point being developed. This section will be followed by the dialog (Pronunciation and Fluency steps), and the dialog, in turn, by additional exercises and the usual Comprehension and Application sections.

NEW MATERIAL

1. You will remember from previous units that many Portuguese nouns ending in a vowel sound simply add an -s sound to form the plural.

festa > festas
semana > semanas
escritório > escritórios
noite > noites

2. Now, recall the word for 'lesson'. Recall that it has a stressed nasal diphthong in the last syllable.

lição ( )x ( )x

3. When this word is made plural, something happens to its nasal diphthong before the -s is added. The nasal diphthong is replaced by another nasal diphthong, a blend of the nasal õ sound and the i sound. It is written õe.

õe ( ) ( ) ( )x ( )x ( )x

4. Thus, the plural of lição is

lições ( ) ( )x ( )x ( )x

5. Most other words that end in ão in the singular form will have the õe diphthong in the plural form. This includes a long list of words that are easily recognizable counterparts (cognates) of English words ending in -tion and -sion. For example, the English word nation is nação in Portuguese. (Be careful not to use the English sh sound. Instead, use the Portuguese s sound.)

nação ( ) ( )x ( )x

6. In the plural form, the nasalized diphthong ão is replaced by the nasalized diphthong õe.

nações ( ) ( )x ( )x

Practice 1 (Recorded)

Here are several words whose English counterparts end in '-tion' or '-sion'. You should look at them as you listen and repeat. They will all be fairly easy to recognize; hence we call them 'close cognates'. Notice that the English sh sound corresponds to the Portuguese s sound (numbers 1-9) and the English ž sound corresponds to the Portuguese z sound(numbers 10-12). Each Portuguese word is recorded twice.

English	Portuguese	
	Singular	Plural
1. solution	solução	soluções
2. position	posição	posições
3. condition	condição	condições
4. situation	situação	situações
5. petition	petição	petições
6. communication	comunicação	comunicações
7. mission	missão	missões
8. session	sessão	sessões
9. expression	expressão	expressões
10. vision	visão	visões
11. invasion	invasao	invasões
12. decision	decisão	decisões

7. Here is the Portuguese word for 'formation'.

formação ( )x ( )x

8. How would you say the plural formations?

(formações)

Verify: ( )x ( )x

9. Here is 'vibration'.

vibração ( )x ( )x

10. How would you say 'vibrations'?

(vibrações)

Verify: ( )x ( )x

11. Here is an English plural form: 'intentions'. In Portuguese it is

intenções ( )x ( )x

12. How would you say the singular, 'intention'?

(intenção)

Verify: ( )x ( )x

13. Before we go on, let us hasten to warn you that not every -ion word in English converts to a word ending in ão in Portuguese, but very many of them do.

14. Here's one more that does: 'opinion'

opinião ( )x ( )x
opiniões ( )x ( )x

15. There are several Portuguese singular nouns ending in ão whose plurals end in still another nasal diphthong. This diphthong is the 'last' nasal diphthong, the only one that you have not yet been formally introduced to. Here it is:

ãe ( ) ( )x ( )x ( )x

16. Here are two common words which have ão in the singular and ãe in the plural. Notice that they are one syllable words.

1. 'dog' : cão ( )x ( )x
'dogs' : cães ( )x ( )x
2. 'bread' : pão ( )x ( )x
'bread(s)' : pães ( )x ( )x

17. The ãe diphthong appears elsewhere, too, as in 'mother'.

'mother': mãe ( )X ( )X

18. What happens to words that end in stressed -al (like jornal) when they are made plural? They do not just add -s. Instead, the -al is replaced by the non-nasal diphthong ai, and then the -s is added. This gives the ending -ais. Remember, it's not nasal.

ais ( ) ( )X ( )X

19. Thus the plural for jornal is jornais.

jornal ( )X ( )X
jornais ( )X ( )X

20. Portuguese has many words that go through this sort of change, and again we can draw examples from words (both nouns and adjectives) which closely resemble their English counterparts. In repeating the singular form in the following practice be sure to give the final -L that special 'w-like' quality we mentioned in earlier units.

Practice 2 (Recorded)

	English	Portuguese					
		Singular			Plural		
a.	canal	canal	( )X	( )X	canais	( )X	( )X
b.	final	final	( )X	( )X	finais	( )X	( )X
c.	formal	formal	( )X	( )X	formais	( )X	( )X
d.	signal	sinal	( )X	( )X	sinais	( )X	( )X
e.	annual	anual	( )X	( )X	anuais	( )X	( )X
f.	special	especial	( )X	( )X	especiais	( )X	( )X
g.	legal	legal	( )X	( )X	legais	( )X	( )X
h.	postal	postal	( )X	( )X	postais	( )X	( )X

21. Here is the adjective 'local'.

local ( )X ( )X

22. How would you say the plural form?

(locais)

Verify: ( )X ( )X

23. Here is the adjective 'normal'.

normal ( )X ( )X

24. What is the plural?

(normais)

Verify: ( )X ( )X

25. The English plural form 'mortals' is given in Portuguese as:

mortais ( )X ( )X

26. What is the singular form?

(mortal)

Verify: ( )X ( )X

27. Again we must warn you that not all English words ending in -al will convert into Portuguese as nicely as the examples given above. Many of them will, however.

28. Here is another that does, the word 'metal'.

metal ( )X ( )X

29. What is the plural?

(metais)

Verify: ( )X ( )X

30. Here is a plural form: capitais. How would you say the singular? (capital)

Verify: ( )X ( )X

31. Now let's review another point. Recall these instances when the pluralizing -s sound of the definite article becomes a -z sound because a vowel sound follows immediately afterwards. Listen for the -z sound, and repeat.

1. os‿estados ( )X ( )X
2. os‿escritórios ( )X ( )X
3. as‿avenidas ( )X ( )X
4. as‿espôsas ( )X ( )X
5. as‿horas ( )X ( )X

32. The same thing happens to the -s at the end of other words when these words are followed immediately by a vowel sound. The -s sound becomes a -z sound.

Practice 3. (Recorded) Listen and repeat.

	-s sound		-z sound	
a.	vamos	( )X	vamos‿ao Rio	( )X
b.	vamos	( )X	vamos‿almoçar	( )X
c.	vamos	( )X	vamos‿almoçar	( )X
d.	todos	( )X	todos‿os‿escritórios	( )X
e.	todas	( )X	todas‿as‿espôsas	( )X
f.	fomos	( )X	fomos‿ontem	( )X
g.	chegamos	( )X	chegamos‿amanhã	( )X
h.	jantamos	( )X	jantamos‿as‿oito	( )X
i.	temos	( )X	temos‿uma	( )X
j.	moramos	( )X	moramos‿em Belém	( )X
k.	abrimos	( )X	abrimos‿a porta	( )X
l.	mais	( )X	mais‿ou menos	( )X
m.	três	( )X	três‿horas	( )X
n.	quantos	( )X	quantos‿escritórios	( )X
o.	os senhores	( )X	os senhores‿almoçaram	( )X
p.	as senhoras	( )X	as senhoras‿acham	( )X

33. In the last unit you learned the past tense forms of a number of common -er type verbs. In this unit we will look at the past tense forms of some common -ir type verbs.

34. You remember that the neutral form for the verb 'open' is abrir. Here now is the form for 'I opened' (past tense).

( ) ( )x ( )x

35. Sair is the neutral form for 'leaving'. Here is the form for 'I left'.

( ) ( )x ( )x

36. Here is a new verb, the neutral form for 'sleeping'.

dormir ( ) ( )x ( )x

(One way to remember this verb is to associate it with the English word 'dormant'.)

37. Here is the form for 'I slept'.

( ) ( )x ( )x

38. Repeat again as shown.

I opened	abri	( )x	( )x
I left	saí	( )x	( )x
I slept	dormi	( )x	( )x

39. Preferir is the neutral form expressing the notion of 'preferring'.

preferir ( )x ( )x

40. How would you put preferir into the past and say 'I preferred'?

(preferi)

Verify: (   )X (   )X

41. Repetir expresses the notion of 'repeating'.

repetir ( )X ( )X

42. How would you say 'I repeated'?

(repeti)

Verify: (   )X (   )X

43. Sentir expresses the notion of 'feeling'. (Associate it with English 'sentiment').

sentir ( )X ( )X

44. What is the form for 'I felt'?

(senti)

Verify: (   )X (   )X

45. Cair expresses the notion of 'falling'.

cair ( )X ( )X

46. How would you say 'I fell'?

(caí)

Verify: (   )X (   )X

47. Try these forms all together.

abri	( )X	I opened
saí	( )X	I left
dormi	( )X	I slept
senti	( )X	I felt
preferi	( )X	I preferred
repeti	( )X	I repeated
caí	( )X	I fell

48. Now let's go to the he-form. The ending for this form is the diphthong -iu. Repeat just the ending in this frame.

-iu ( ) ( )X ( )X ( )X

49. Now let's attach it to the end of some verbs. Here, for example, is 'he opened'.

abriu ( )X ( )X

50. Here is 'he slept'.

dormiu ( )X ( )X

51. What is the form for 'he left'?

(saiu)

Verify: ( )X ( )X

52. What is the form for '[he] repeated'? (Neutral form: repetir)

(repetiu)

Verify: ( )X ( )X

53. What is the form for '[she] preferred'? (Neutral form: preferir)

(preferiu)

Verify: ( )X ( )X

54. What is the form for '[she] fell'? (Neutral form: cair)

(caiu)

Verify: ( )X ( )X

55. What is the form for '[he] felt'? (Neutral form: sentir)

(sentiu)

Verify: ( )X ( )X

56. Now review these forms.

preferiu ( )X
saiu ( )X
abriu ( )X
sentiu ( )X
dormiu ( )X
repetiu ( )X
caiu ( )X

Practice 4 (Recorded)

Listen to this set of short questions and answers as delivered by speakers A and B.

Practice 5 (Recorded)

This time you are to answer the questions. Answer them all in the affirmative, then check the tape for confirmation.

57. In the we-form, -ir type verbs add the ending -imos.

-imos ( ) ( )X ( )X

58. Thus 'we opened' would be said like this:

abrimos ( )X ( )X

59. 'We slept' would be said like this:

dormimos ( )X ( )X

60. How would you say 'we left'?

(saimos)

Verify: ( )X ( )X

61. How would you say 'we fell'?

(caimos)

Verify: ( )X ( )X

62. Repeat these three items.

repetimos ( )x ( )x : 'we repeated'
preferimos ( )x ( )x : 'we preferred'
sentimos ( )x ( )x : 'we felt'

63. The they-form of these verbs utilizes an ending which is deserving of a bit of special practice.

a. First, repeat the already familiar -eram ending of -er verbs in the past.

-eram ( )x ( )x ( )x

b. Now, substitute the -i sound for the -e sound and you have the ending for -ir verbs. Listen and repeat.

-iram ( )x ( )x ( )x ( )x

64. Therefore, the form for 'they left' must be:

( ) ( )x ( )x

65. The form for 'they opened' is:

( ) ( )x ( )x

66. 'They slept' is:

( ) ( )x ( )x

67. Here are the above forms, plus some others, in print. Repeat as indicated.

sairam ( )x ( )x
abriram ( )x ( )x
dormiram ( )x ( )x
repetiram ( )x ( )x
cairam ( )x ( )x
preferiram ( )x ( )x
sentiram ( )x ( )x

Practice 6 (Recorded)

Listen to this short set of questions and answers as given on the tape by two instructors. Numbers 1-4 ask 'Did you-all do something?'. Numbers 5-9 ask 'Did they do something?'.

Practice 7 (Recorded)

This time you are to answer the questions. Answer them all affirmatively. Check your answers with those given on the tape.

68. Notice this sentence:

Saí de lá ( )X ( )X 'I left there'.

69. Now notice this one:

Saí do Rio ( )X ( )X 'I left Rio'.

70. And this one:

Saí da cidade ( )X ( )X 'I left the city'.

71. The word de appears between the verb sair (or one of its forms) and the place left from. That is, Portuguese says 'I left from such-and-such a place', rather than 'I left such-and-such a place'. Where one of the definite articles is involved, the de enters into the appropriate contraction, as in No's 69 and 70 above.

72. So, if you wanted to say 'I left the party', you would say:

Saí da festa ( )X ( )X

73. How would you say 'I left the Embassy?' Make the contraction.

(Saí da Embaixada)

Verify: ( )X ( )X

74. How would you say 'He left the school?

(Ele saiu da escola.)

Verify: ( )X ( )X

75. Here is 'He left Joe's home' (the home of Joe).

Êle saiu da casa do José ( )X ( )X

76. Contrast this with 'He left home', which contains no contraction since there is no article ('the') to contract with de.

Êle saiu de casa ( )X ( )X

77. How would you say 'He left the park'? Use do.

(Êle saiu do parque)

Verify: ( )X ( )X

78. How would you say 'He left the office'?

(Êle saiu do escritório)

Verify: ( )X ( )X

Practice 8 (Recorded)

Put these brief utterances into Portuguese. Confirm with the tape.

1. He is going to leave Brazil.
2. He is going to leave Rio tomorrow.
3. He has already left the Embassy.
4. He left there yesterday.
5. He plans to leave home early.
6. He left the restaurant early.

Pronunciation

79. Portuguese has a very few words beginning with the consonant cluster pn. This is a combination of sounds which English speakers do not have at the beginning of a word, so it may be troublesome at first. The word for 'automobile tire', which begins with this cluster, appears in the dialog for this unit.

pneu ( ) ( )X ( )X

80. You pronounce both the p and the n, and follow with the familiar diphthong eu.

( ) ( )x ( )x

81. The very common name 'John' also appears in this unit. Repeat it in stages as indicated.

a. ( )x ( )x
b. ( )x ( )x (This is the familiar nasal ão diphthong)
a. + b. ( )x ( )x

82. This is what John 'looks' like:

João ( )x ( )x ( )x

Note: Before going on to the dialog, take note of the new verbs presented in the section just concluded.

cair
dormir
sentir
preferir
repetir

Dialog (recorded)

Portuguese	English
Sonia	
ô	Hey!
o dorminhoco	sleepyhead
acorde	wake up (command form)
Ô dorminhoco, acorde!	Hey, sleepyhead.....Wake up!
João	
an	uh
ô	oh
An, o quê...? Ô! Desculpe!	Uh, what...? Oh! Excuse me.
Sonia	
João	John
caiu	you fell (-ir type)
João! Você caiu no sono outra vez?	John! Did you fall asleep again?
João	
parece	it appears (-er type)
sinto	I feel, regret (-ir type)
Parece. Sinto muito.	Apparently so. I'm sorry.
dormi	I slept (-ir type)
essa	that
essa noite	that night (used here in the sense of 'last night')
Eu não dormi muito essa noite.	I didn't sleep much last night.
Sonia	
Não? Por que?	No? Why?

João	
voltamos	we returned (-ar type)
a praia	beach
Nós voltamos tarde da praia.	We returned late from the beach.
sabe	you know (-er type)
aconteceu	(it) happened (-er type)
E você sabe o que aconteceu?	And do you know what happened?
Sonia	
Não. O que é que aconteceu?	No. What happened?
João	
o pneu	tire
furou	it punctured (-ar type)
logo	precisely (used here in the sense of 'of all places')
a ponte	bridge
O pneu furou logo na ponte.	The tire blew out on the bridge, of all places.
Sonia	
quem	who
dirigindo	driving (-ir type) *
E quem é que estava dirigindo?	And who was driving?
João	
Eu estava.	I was.

* Supplementary note and practice. (Recorded)

The neutral form is dirigir. This verb fits into the same category as sair, dormir, etc, presented earlier in this unit. Thus,

dirigi	( )X	( )X	'I drove'
dirigiu	( )X	( )X	'He drove'
dirigimos	( )X	( )X	'We drove'
dirigiram	( )X	( )X	'They drove'
	------	------	
dirigir	( )X	( )X	(neutral form)

Expansion Exercises

Adverbial Time Expressions

Expansion Exercise 1 (Recorded)

Practice these time expressions.

a.	tonight	hoje à noite ( )X ( )X
		hoje de noite ( )X ( )X
b.	tomorrow night	amanhã à noite ( )X ( )X
		amanhã de noite ( )X ( )X
c.	last night	ontem à noite ( )X ( )X
		ontem de noite ( )X ( )X
d.	this afternoon	hoje à tarde ( )X ( )X
		hoje de tarde ( )X ( )X
e.	tomorrow afternoon	amanhã à tarde ( )X ( )X
		amanhã de tarde ( )X ( )X
f.	yesterday afternoon	ontem à tarde ( )X ( )X
		ontem de tarde ( )X ( )X
g.	this morning	hoje de manhã ( )X ( )X
h.	tomorrow morning	amanhã de manhã ( )X ( )X
i.	yesterday morning	ontem de manhã ( )X ( )X

Notice that 'afternoon' and 'night' are preceded by either à or de, while 'morning' is preceded only by de.

Expansion Exercise 2 (Recorded)

Identify these terms by placing the letter of the correct translation in the blank. Stop the tape whenever necessary.

1. ( )__________	a. This afternoon
2. ( )__________	b. This morning
3. ( )__________	c. Tomorrow morning
4. ( )__________	d. Tonight
5. ( )__________	e. Yesterday afternoon
6. ( )__________	f. Last night
7. ( )__________	g. Tomorrow night

Expansion Exercise (Recorded)

a. Practice putting these items into Portuguese.

1. I left this morning.
2. I'm going to leave tonight.
3. She's going to leave tomorrow night.
4. But Paul is going to leave tomorrow morning.
5. I'm not going to study this afternoon.
6. Because I already studied last night.
7. Did you sleep well last night? (essa noite)*
8. No, but I'm going to sleep well this morning.

b. Prepare these brief questions and answers, either by yourself or with one of your fellow students. Use é que in the questions. For example, No.1 would be: Quando é que você saiu? (Recorded)

1. When did you leave?	Yesterday morning.
2. When did you return?	Yesterday afternoon.
3. When did you fall?	This morning.
4. When did you fall asleep?	This morning.
5. When did you go home? (para casa)	Last night.
6. When did you write the letter?	This afternoon.
7. When are you going to sleep?	Tomorrow morning.
8. When are you going to drive?	Tonight.

* Essa noite refers to sleeping time. When the reference is to time other than sleeping time, 'last night' is given as ontem à noite or ontem de noite. 'I went to the movies last night' would be Eu fui ao cinema ontem à noite or ontem de noite.

9.	When are you going to return?	Tomorrow morning.
10.	When are you going to practice?	Tomorrow night.
11.	When are you going to read the book?	Tonight.
12.	When are you going to arrive in Rio?	Tomorrow afternoon.

Comprehension

Listen to these sentences and make a note of any that are not clear to you.

APPLICATIONS

I. Practice in asking questions. (Recorded)

A. Ask these questions beginning with O que é que.

1. What happened?
2. What fell?
3. What did he eat?
4. What did he drink?
5. What did he take?
6. What did he prepare?
7. What did he prefer?
8. What did he write?
9. What did he feel?
10. What did he open?

B. These questions begin with Como é que.

1. How did it happen?
2. How did he fall? (Use êle)
3. How did he begin?
4. How did they begin?
5. How did they sleep?
6. How did they spend the night?
7. How did they arrive?

C. These begin with Quem é que.

1. Who fell?
2. Who opened the window?
3. Who prepared the food?
4. Who drove?
5. Who got up late?
6. Who returned early?
7. Who went out with Yara?
8. Who wrote the book?

---

9. Who wants to eat?
10. Who wants to go?
11. Who wants to begin?
12. Who has to work?
13. Who has to return?
14. Who is going to return?
15. Who is going to drive?

---

16. Who remembers? (reflexive)
17. Who knows Mary?
18. Who is awake?
19. Who is sleepy?
20. Who is hungry?

---

21. Who is driving?
22. Who is dancing with Joe?

D. These begin with Por que é que.

1. Why did they fall? (Use eles.)
2. Why did they leave?
3. Why did they stay?
4. Why did they return?
5. Why did they eat so much? (tanto)
6. Why did they begin late?
7. Why did they go to bed early?
8. Why did they forget?

9. Why did they open the door?
10. Why did they fall asleep?
11. Why did they drive?

E. These begin with Onde é que.

1. Where did she eat lunch? (Use ela.)
2. Where did she stay?
3. Where did she fall?
4. Where did she drive?
5. Where did she eat?
6. Where did she go?
7. Where did she leave the book?
8. Where did she begin?

II. Say these thoughts in Portuguese.

1. I'm sorry. I don't remember.
2. I'm sorry. I don't know what happened.
3. I'm sorry. I can't go today.
4. I'm sorry. I left the car at the (na) Embassy.
5. I'm sorry, but I'm sleepy.
6. I'm sorry, but it's time to go back.
7. I was driving when the tire blew out.
8. I was driving when we passed the Embassy. (Use passar.)
9. It was raining when we left the Embassy.
10. He fell asleep because it was raining.
11. I didn't fall asleep because Paul was driving.
12. I can't fall asleep when it is raining.
13. I slept real well because it was raining.
14. I'm going to sleep real well because it's raining.
15. We're not going to leave now because it's raining.

III. Prepare these dialogettes for presentation to your instructor.

1. A. Do you know what happened today?
   B. No. What happened?
   A. I fell asleep in the office, of all places.

B. Sleepyhead! You'll have to go to bed earlier.

2. A. I arrived late today. I'm sorry.
B. What happened?
A. A tire blew out.
B. Where? Near here?
A. No. In the tunnel, of all places.

3. A. Did you like the beach, John?
B. Not very much, no.
A. Why?
B. It rained all day.
A. Why didn't you stay there another day? (mais um dia)
B. I had to return because I have a lot of things to do.

4. A. Are we going to go back now?
B. Why not? Don't you want to?
A. Yes, but it's raining.
B. That's OK. (Está bom.) Yara is going to drive.
A. Hmm. I think I'm going to stay here.

5. A. At what time are you going to leave for New York?
B. At 11:00. After the party.
A. But isn't that late?
B. Yes, it is. But I'm in a hurry.
A. Drive carefully! (Dirija bem!)

UNIT 18

NEW MATERIAL

1. In past units you have seen that 'my' is given in Portuguese as either meu or minha, the choice depending on the gender of the item that follows. For example:

   a. meu carro ( )X ( )X

   b. minha espôsa ( )X ( )X

2. You have also seen that the appropriate definite article very frequently appears before meu and minha.

   a. o meu carro ( )X ( )X

   b. a minha espôsa ( )X ( )X

3. The phrases in No. 2 above mean exactly the same as those in No. 1: 'my car' and 'my wife'.

4. In English, if I want to remove the word 'car' from the sentence 'My car is a Chevrolet', I must also change something else. I must say,

   'Mine is a Chevrolet.'

   In such a case we assume, of course, that the word 'car', or its equivalent, has already been mentioned in a previous sentence. We would not be likely to say such a sentence if this were not true.

5. In Portuguese, if you wish to remove the word carro from the sentence O meu carro é um Chevrolet, you do so without changing anything else in the sentence.

   O meu é um Chevrolet. ( )X ( )X

   This is the equivalent of 'Mine is a Chevrolet'. Again, common sense tells us that 'carro' was mentioned in a previous sentence.

6. Notice that you must have the definite article. You cannot say ~~Meu é um Chevrolet~~. The o must be present.

7. If you are dealing with a feminine item, the procedure is the same. You omit the noun but retain the article and the possessive. Thus, if your Brazilian friend tells you---

   a. A minha espôsa é brasileira ( )X ( )X
      'My wife is Brazilian'

you may want to respond with---

b. A minha é americana. ( )X ( )X
'Mine is American'.

8. The plurals work the same way. For example, in response to the statement---

a. Os meus meninos estão no Rio. ( )X ( )X
'My children are in Rio'.

you might wish to say---

b. Os meus estão aqui. ( )X ( )X
'Mine are here'.

9. If you tell your Brazilian friend---

a. As minhas filhas são americanas. ( )X ( )X
'My daughters are American'.

he may respond with---

b. As minhas são brasileiras. ( )X ( )X
'Mine are Brazilian'.

Practice 1. (Recorded)

How would you say 'mine' with reference to the following items? Use the definite article. Confirm with the tape.

a. car
b. daughter
c. house
d. daughters
e. wife
f. cars
g. table
h. newspaper
i. windows
j. tires
k. letter
l. letters
m. party

Practice 2. (Recorded)

In this exercise, your instructor will make short statements about items or persons that belong to him. You are to respond with, 'Mine is(are) such-and-such too.' For example, if you hear---

A minha espôsa está em Washington.

you should respond with---

A minha está em Washington também.

(1-8)

10. Now let us continue. Recall this sentence:

E que tal o seu inglês? ( )X ( )X
'And how's your English?

11. O seu (or just seu) is the form used for your when one is dealing with masculine nouns.

(o) seu livro ( )X ( )X

(o) seu menino ( )X ( )X

(o) seu carro ( )X ( )X

12. When one is dealing with feminine nouns, a sua (or sua) is the appropriate form.

a sua ( )X ( )X ( )X

13. Thus, 'your house' is---

a. sua casa ( )X ( )X ( )X or

b. a sua casa ( )X ( )X ( )X

14. 'Your wife' is---

(a) sua espôsa ( )X ( )X

15. How would you say 'your party'?

(a sua festa)

Verify: ( )X ( )X

16. In the case of a plural noun, you must pluralize everything that goes with it. Thus, 'your parties' is---

a. as suas festas ( )x ( )x, or simply

b. suas festas ( )x ( )x

17. 'Your cars' would be----

a. Os seus carros ( )x ( )x, or simply

b. seus carros ( )x ( )x

18. How would you say 'your parties'?

(as suas festas)
Verify: ( )x ( )x

19. How would you say 'your sons'?

(os seus filhos)
Verify: ( )x ( )x

20. If we are talking about 'houses', and I want to refer to your house without actually saying the word 'house', I will simply say---

a sua ( )x ( )x

In English, this translates as 'yours'.

21. How would you say 'yours' with reference to a 'party'?

(a sua)
Verify: ( )x ( )x

22. How would you say 'yours' with reference to the plural item 'parties'?

(as suas)
Verify: ( )x ( )x

23. How would you say 'yours' with reference to a car?

(o seu)
Verify: ( )x ( )x

24. How would you say 'yours' with reference to the plural 'cars'?

(os seus)
Verify: ( )x ( )x

Practice 2. (Recorded)

Say the following sentences, then give the equivalent of the question 'And yours?' for each one. Confirm with the tape.

1. A minha filha é americana. (And yours?)
2. O meu carro é um Chevrolet. (And yours?)
3. Os meus pneus são velhos. (And yours?) [plural]
4. A minha casa é velha. (And yours?)
5. As minhas crianças são brasileiras. (And yours?) [plural]
6. A minha festa é amanhã. (And yours?)
7. O meu espanhol é péssimo. (And yours?)
8. Os meus filhos estão em Washington. (And yours?) [plural]

25. 'Our house' is---

a nossa casa ( )X ( )X

26. 'Our book' is---

o nosso livro ( )X ( )X

27. To say 'ours', with reference to 'house', just omit the word casa.

a nossa ( )X ( )X

28. Likewise, to say 'ours' with reference to 'book', you omit the word livro.

o nosso ( )X ( )X

29. With reference to the plural items 'houses' and 'books', the forms are, respectively:

as nossas ( )X ( )X
os nossos ( )X ( )X

30. How would you say 'ours' with reference to 'daughter'?

(a nossa)

Verify: ( )X ( )X

31. How would you say 'ours' with reference to daughters'?

(as nossas)

Verify: ( )X ( )X

32. How would you say 'our' with reference to 'beaches'?
(as nossas)

Verify: ( )x ( )x

33. With reference to 'parks'?
(os nossos)

Verify: ( )x ( )x

34. With reference to 'embassies'?
(as nossas)

Verify: ( )x ( )x

35. Thus far, you have learned how to say 'my' and 'mine', 'your' and 'yours', and 'our' and 'ours'. But how about 'his'? And how about 'her' and 'hers'?

36. The Portuguese equivalent of 'his book' is literally 'the book of him'. The phrase 'of him' is de + êle, which always contracts, as follows:

dêle ( )x ( )x ( )x

37. Thus, 'the book of him' or 'his book' is---

o livro dêle ( )x ( )x ( )x

38. How would you say 'his accent'?
(o sotaque dêle)

Verify: ( )x ( )x

39. How would you say 'his wife'?
(a espôsa dêle)

Verify: ( )x ( )x

40. If the item possessed is plural, you simply use the plural form of that item, as always. Thus, how would you say 'his books'?
(os livros dêle)

Verify: ( )x ( )x

41. How would you say 'his children'?
(as crianças dêle)

Verify: ( )x ( )x

42. The Portuguese equivalent of 'her book' is literally 'the book of her'. The phrase 'of her' is de + ela, which always contracts, as follows:

dela ( )x ( )x ( )x

43. Thus, 'the book of her' or 'her book' is

o livro dela ( )x ( )x ( )x

44. How would you say 'her Portuguese'?

(o português dela)

Verify: ( )X ( )X

45. How would you say 'her newspaper'?

(o jornal dela)

Verify: ( )X ( )X

46. How would you say 'her letter'?

(a carta dela)

Verify: ( )X ( )X

47. If you wanted to say the plural, 'her letters', how would you say it?

(as cartas dela)

Verify: ( )X ( )X

48. And how would you say 'her children'?

(as crianças dela)

Verify: ( )X ( )X

Practice 4. (Recorded)

Practice saying these items until you can do them freely and easily.

1. His friend
2. Her friend
3. Her accent
4. Her tables
5. His friends
6. His sons
7. His wife
8. His Chevrolet
9. His houses
10. Her houses
11. Her food
12. His room
13. His children
14. His newspapers
15. Her dialogs

49. If we omit the word casa from the phrase a casa dela 'her house', we are left with a dela, which is the equivalent of 'hers'. (Literally, 'the one of her'.)

a casa dela ( )X ( )X

a dela ( )X ( )X

50. Likewise, if we remove the word carro from the phrase o carro dela 'her car', we are left with o dela. This too translates as 'hers'.

o carro dela ( )x ( )x

o dela ( )x ( )x

51. Similarly, if we have already established that we are talking about 'houses', and I want to say 'his' (as in 'his is old'), I will say a dêle.

a casa dêle ( )x ( )x

a dêle ( )x ( )x

52. And, if I am referring to something masculine, such as carro, I will use the masculine definite article and say 'his' this way:

o dêle ( )x ( )x

53. If we are speaking of plural items, I will use the appropriate plural definite article. Thus, 'hers', when it refers to the masculine plural, is as follows:

os dela ( )x ( )x

54. How would you say 'hers' with reference to 'letters'?
(as dela)
Verify: ( )x ( )x

55. How would you say 'hers' with reference to 'dialogs'?
(os dela)
Verify: ( )x ( )x

56. Now, how would you say 'his' with reference to 'dialogs'?
(os dêle)
Verify: ( )x ( )x

57. And how would you say 'his' when referring to 'parties'?
(as dêle)
Verify: ( )x ( )x

Practice 5. (Recorded)

This practice is an easy one. All you need to do is listen to the items on the tape and repeat each one without the noun. Thus, if you hear os livros dêle, you will repeat only os dêle.

Practice 6. (Recorded)

Repeat the following sentences from the tape, then translate the English query that follows in parentheses.

1. A minha filha é americana. (And his?)
2. O meu carro é um Chevrolet. (And hers?)
3. Os meus pneus são velhos. (And his?)
4. A minha casa é velha. (And hers?)
5. A minha festa é amanhã. (And hers?)
6. Os meus filhos estão em Washington. (And his?)
7. O meu português é muito bom. (And hers?)

58. Instead of using the prounouns êle, ela, etc., we can use proper nouns. That is, instead of saying 'the book of her', we can say 'the book of Paul', i.e. 'Paul's book'.

o livro de Paulo ( )X ( )X

59. If we use the definite article o with Paul's name, we have the contraction do. The meaning is still 'Paul's book'.

o livro do Paulo ( )X ( )X

60. Using the contraction, how would you say 'Paul's office'?
(o escritório do Paulo)
Verify: ( )X ( )X

61. Using the contraction da, how would you say 'Yara's office'?
(o escritório da Yara)
Verify: ( )X ( )X

62. How would you say 'Yara's friends'?
(os amigos da Yara)
Verify: ( )X ( )X

63. How would you say 'Roberto's friends'?
(os amigos do Roberto)
Verify: ( )X ( )X

64. How would you say 'Roberto's grammar'?
(a gramática do Roberto)
Verify: ( )X ( )X

Practice 7. (Recorded)

Translate these brief phrases into Portuguese. The tape confirmations have the contractions do and da.

1. Paul's car
2. Paul's cars
3. Mary's Spanish
4. Joe's accent
5. The teacher's words
6. Rio's beaches

7. The Embassy's door
8. John's newspaper
9. John's wife
10. Yara's book

65. And, again, it is possible to leave out the noun in the above phrases. If we omit the noun from the phrase o escritório da Yara, for example, we are left with o da Yara, which means 'Yara's' (referring to her office, of course).

o da Yara ( )X ( )X

66. If we are talking about houses, and we want to say something about Paul's house without actually saying the word casa, we can say a do Paulo, which means 'Paul's'.

a ~~casa~~ do Paulo = a do Paulo ( )X ( )X

67. The same procedure applies to the plural. The phrase os livros da Yara ('Yara's books') can be shortened to os da Yara ('Yara's).

os da Yara ( )X ( )X

68. Likewise, as praias do Rio ('Rio's beaches') can be shortened to as do Rio ('Rio's').

as do Rio ( )X ( )X

Practice 8. (Recorded)

While referring to the nouns suggested at the left, practice putting into Portuguese the statements at the right. Check with the tape.

Example: carro — a. Yara's is a Chevrolet.

(You should say: O da Yara é um Chevrolet.)

1. filha
   - a. Paul's arrived yesterday.
   - b. Mine arrives today.
   - c. Maria's is going to arrive tomorrow.

2. carro
   - a. Mine is a Ford.
   - b. The teacher's is a Ford, too.
   - c. But Roberto's is a Volkswagen.

3. filhos (plural)
   - a. Roberto's speak Portuguese.
   - b. Yara's speak Portuguese, too.
   - c. Do yours speak Portuguese, too?

4. festa
   a. Mine is today.
   b. Maria's is today too.
   c. Is Sandra's going to be tomorrow?

5. pneus (plural)
   a. Carlos's are old.
   b. Mine are old, too.
   c. And Bill's blew out.

6. amigo
   a. Fred's is Brazilian.
   b. Mine is too.
   c. Yara's is American.

7. passagem
   a. I reserved mine.
   b. I reserved Yara's.
   c. But I didn't reserve Paul's.

DIALOG

Portuguese	English
Professor	
dona	(title of respect)
para	to, towards
Quando é que a senhora vai para o Brasil, Dona Bárbara?	When are you going to Brazil, Barbara?
Barbara	
vinte e seis	twenty-six
maio	May
o sábado	Saturday
depois de	after
a formatura	graduation
No dia vinte e seis de maio.	On the 26th of May.
O sábado depois da minha formatura.	The Saturday after my graduation.
Professor	
direta	direct
diretamente	directly
A senhora vai diretamente ao Rio?	Are you going directly to Rio?
Barbara	
parar	stop (neutral form)
pais	parents
Bom, Eu vou parar na Flórida e passar uma semana com os meus pais.	Well, I'm going to stop in Florida and spend a week with my parents.
para	towards, for
E de lá, então, eu vou para o Rio.	And from there, then, I'm going to Rio.

Professor

Que bom!	That's good.
a gente	we*
receber	receive (neutral form)
notícias	news
suas	yours, of you
A gente vai receber notícias suas?	Are we going to hear from you?

Barbara

mandar	send (neutral form)
o cartão	post card
Eu vou mandar um cartão do Rio.	I'm going to send a card from Rio.

Professor

comprou	you bought (-ar type)
as passagens	tickets
A senhora já comprou as passagens?	Did you buy your tickets yet?

Barbara

reservei	I reserved (-ar type)
Varig	Varig (Brazilian International Airlines)
Eu já reservei; de Washington a Miami pela Eastern, e de Miami ao Rio pela Varig.**	I've reserved them; from Washington to Miami on Eastern, and from Miami to Rio on Varig.

---

* A gente (literally, 'the people') is very commonly used in the sense of 'we' or 'us'.

** The definite article in this contraction is feminine since the reference is to the word companhia 'company', which is feminine. That is, the Portuguese concept is 'on the Eastern (or Varig) Company'. Notice that the meaning of pela here ('on') is quite different from its meaning in Unit 16 where it was equated with 'around, about'. This is typical of the wide variety of equivalences that prepositions assume across language boundaries.

Supplementary Vocabulary (Recorded)

The days of the week

segunda-feira	Monday
terça-feira	Tuesday
quarta-feira	Wednesday
quinta-feira	Thursday
sexta-feira	Friday
sábado	Saturday
domingo	Sunday

The months of the year

janeiro	January
fevereiro	February
março	March
abril	April
maio	May
junho	June
julho	July
agôsto	August
setembro	September
outubro	October
novembro	November
dezembro	December

Expansion Exercise 1 (Recorded)

Practice saying these dates after your instructor's voice on the tape.

1. Sábado, dois de fevereiro
2. Domingo, vinte e seis de fevereiro
3. Quarta-feira, doze de janeiro
4. Quinta-feira, seis de junho
5. Segunda-feira, dez de abril
6. Sexta-feira, quinze de setembro
7. Terca-feira, trinta de maio
8. Sábado, dezesseis de julho
9. Domingo, vinte e sete de agôsto
10. Quarta-feira, primeiro* de outubro

---

* All dates except the 'first' are expressed with cardinal numbers.

Expansion Exercise 2. (Recorded)
(Practice with the verb comprar)

Repeat: A senhora já comprou as passagens?

Translate:

1. Have you (already) bought the car?
2. I already bought the car.
3. Are you going to buy the car?
4. I'm not going to buy anything.
5. I want to buy a postcard.
6. We bought two tickets.

Expansion Exercise 3. (Recorded)
(Practice with the verb mandar)

Repeat: Eu vou mandar um cartão.

Translate:

1. He's going to send a card from São Paulo.
2. He has already sent a card.
3. I sent a letter yesterday.
4. Did you send the letter to (para) Brasilia?
5. Varig has already sent the tickets.

Expansion Exercise 4. (Recorded)
(Practice with a gente, meaning 'we')

Repeat: A gente vai receber notícias suas?

Translate:

1. Are we going to receive a letter?
2. Are we going to like [it]?
3. Are we going to work tomorrow?
4. Are we going to stop in Rio?
5. Are we going to sleep until late?
6. We drink a lot of coffee.
7. We eat a good lunch here.

Comprehension (Recorded)

Listen to these utterances and make a note of any that are not clear to you.

Applications

I. (Recorded) These are brief, 2 and 3 line exchanges in Portuguese. First, listen to them on tape for comprehension purposes. Then look at them below, preferably while continuing to listen, and familiarize yourself with them so that you can use them readily, easily and understandingly with your teacher.

1. A. Eu esqueci os meus livros.
   B. E eu esqueci os meus também.

2. A. O senhor falou com os seus pais?
   B. Falei.
   A. Que bom! Eu vou falar com os meus amanhã.

3. A. Este é o meu livro. Qual é o seu?
   B. Este é o meu.

4. A. O filho do Paulo fala espanhol.
   B. O do Roberto fala inglês.

5. A. Eu estou com o carro da Sandra.
   B. Por que? O que é que aconteceu com o seu?
   A. Nada. O meu está em casa.

6. A. Eles já compraram as passagens.
   B. Eu ainda não comprei a minha.

7. A. Aqui está a minha passagem.
   B. Você sabe onde é que está a da Sandra?

8. A. A minha filha fala inglês. E a sua?
   B. A minha só fala português.

9. A. A nossa casa fica em Copacabana.
   B. A nossa fica em Ipanema, perto da praia.

10. A. O meu filho é americano.
    B. O da Yara é americano também.

II. Practice these brief dialogs. The first two are in Portuguese and are recorded for you.

1. A. O meu carro está muito perto, na Avenida Rio Branco. Onde está o seu?
   B. O meu está lá também.
   A. Então, vamos no meu, ou no seu?*
   B. O do Jorge está perto também. Por que não vamos no* dele?

2. A. O senhor já comprou as passagens?
   B. Já, sim. Para o dia 28 de junho, pela Braniff.
   A. Porque pela Braniff? Não gosta da Pan Am?
   B. Gosto, claro, mas a Pan Am vai diretamente ao Rio. A Braniff pára em Lima, e eu quero passar uns dias lá.
   A. O senhor conhece Lima?
   B. Conheço, sim. Eu tenho amigos lá.
   A. Que bom!

3. A. Are you going by Varig?
   B. No, by Pan American. I already made reservations.
   A. What time do you arrive in Rio?
   B. At 7:00 in the morning. Real early.

III. Now, how would you say these thoughts in Portuguese?

1. I'm going to stop there.
2. I'm going to stop in Belém.
3. I'm going to spend two weeks in Belém.
4. I'm going to spend Saturday in New York.
5. When are you going to leave for New York?
6. Are you going to leave after the graduation?
7. From Rio, then, we are going to São Paulo.
8. From Rio, then, he went to Fortaleza.
9. From Rio, then, we went to Curitiba.
10. And from Curitiba, we returned to Rio.

---

*Contraction: em + o = no

UNIT 19

Review Material - Pronunciation Practice

1. Here is the phrase 'with the car'.

   com o carro ( )x ( )x ( )x

2. You will remember that in the transition between com and o there is no m sound. There is, instead, the nasal vowel õ followed by the non-nasal vowel o.

   a. com ( )x ( )x

   b. o ( )x ( )x

   c. com o ( )x ( )x

3. For our purposes, com o might be rewritten like this, without an m:

   Kõ o ( )x ( )x

4. When saying com o, if you accidentally put an m sound after the õ, the Portuguese-speaking listener will very likely interpret what you say as como o, which means 'like the'.

5. Since 'with the' means something other than 'like the', it is important that you say this phrase so that you will be understood. For example, listen to the tape, and repeat 'with the car'.

   ( )x ( )x

6. Now listen to the tape, and repeat 'like the car'.

   ( )x ( )x

7. Repeat the one after the other.

   a. 'with the car' ( )x ( )x

   b. 'like the car' ( )x ( )x

8. Now do the same with the phrases 'with the president' and 'like the president'.

   a. 'with the president' ( )x ( )x

   b. 'like the president' ( )x ( )x

Practice 1. (Recorded)

This is a chance to practice some more of the same. Below is a list of items that appear on the tape in Portuguese. In each case, item (a) is 'with somebody or something', and item (b) is 'like somebody or something'. There is a pause for you to repeat after each one.

	(a)	(b)
1.	with the traffic	like the traffic
2.	with the car	like the car
3.	with Bill	like Bill
4.	with the children	like the children
5.	with an accent	like an accent
6.	with a child	like a child
7.	with my friend	like my friend

9. This same unwanted m sound can be a problem with other words ending in a nasal vowel or nasal diphthong when they are followed immediately by another vowel.

10. Thus, in falam espanhol, you must be sure that you go directly from the nasal diphthong ão to the following e without producing an m.

falam espanhol ( )x ( )x

11. In this case, there is not much danger of your being misunderstood if you slip and put an m sound in the utterance. But to do so does constitute an error of pronunciation grave enough to hurt the native speaker's ears. So you will want to be careful. There is a nasal ão, but there is no m.

falam espanhol ( )x ( )x

12. Here is another example.

tem uns livros ( ) ( )x ( )x

13. In this case one goes directly from the nasal diphthong em to the nasal vowel ũ without saying an m sound. Now, try the first part of the utterance again.

tem‿uns ( ) ( )x ( )x

Practice 2. (Recorded)

Here is a chance to practice more of the same. Repeat the following items, being very careful not to produce an m sound where two vowel sounds are linked together. This linkage is shown here with the ‿ . First listen to the tape, then repeat.

1. trabalham‿aqui ( )X ( )X
2. trabalham‿hoje ( )X ( )X
3. pretendem‿almoçar ( )X ( )X
4. querem‿amanhã ( )X ( )X
5. sairam‿ontem ( )X ( )X
6. abriram‿a porta ( )X ( )X
7. escreveram‿uma carta ( )X ( )X
8. leram‿um livro ( )X ( )X
9. repetiram‿outra vez ( )X ( )X
10. tem‿uma menina ( )X ( )X
11. tem‿um filho ( )X ( )X
12. tem‿o livro ( )X ( )X
13. sem‿o Paulo ( )X ( )X
14. sem‿a Yara ( )X ( )X
15. bom‿espanhol ( )X ( )X

14. Occasionally, there is a chance for misunderstanding. The way to say 'good hotel' is bom hotel. There is no m sound, nor is there an h sound (the printed h is silent). We could rewrite it like this:

    bõ otel ( )X ( )X

15. If you accidentally link the two words with an m sound, instead of saying 'good hotel' you are saying 'good motel' (bom motel). Not a horrendous mistake, to be sure, but an interesting one, nonetheless.

    bom motel ( ) ( )X ( )X

16. Here are the two phrases, one after the other.

a. bom hotel ( )X ( )X

b. bom motel ( )X ( )X

NEW MATERIAL

1. In this unit we are going to examine the present tense of verbs of the *-ir* type. We have already examined the past tense of this type in Unit 17. In this unit we will use some of the same verbs we used in Unit 17, namely:

abrir ( )X
sair ( )X
cair ( )X
sentir ( )X
dirigir ( )X

2. First, recall from earlier units the present tense endings of a typical, regular *-er* type verb. The verb *pretender* is a good example.

pretend*o* ( )X ( )X
pretend*e* ( )X ( )X
pretend*emos* ( )X ( )X
pretend*em* ( )X ( )X

3. Verbs of the *-ir* type have a similar set of endings. Indeed, they are the very same except for the we-form. Take the verb *abrir* as an example.

abr*o* ( )X ( )X
abr*e* ( )X ( )X
abr*imos* ( )X ( )X
abr*em* ( )X ( )X

4. In the we-forms, *-er* type verbs have the *-emos* ending, while *-ir* type verbs have the *-imos* ending.

pretend*e*mos ( )X ( )X : we plan
abr*i*mos ( )X ( )X : we open

5. This -imos ending is the same one that marks the past tense. Thus, abrimos can also mean 'we opened'. The context tells us which meaning is intended.

6. Since 'we open' is abrimos, how would you say 'we feel'?
Infinitive: sentir
(sentimos)
Verify: ( )X ( )X

7. How would you say 'we drive'? Infinitive: dirigir
(dirigimos)
Verify: ( )X ( )X

8. How would you say 'we leave'? Infinitive: sair
(saimos)
Verify: ( )X ( )X

9. Now let us go to the 'they-form'. It has the same ending as the 'they-form' of an -er type verb, namely -em. Thus,

a. 'They open' = abr-em: ( )X ( )X
b. 'they leave' = sa-em: ( )X ( )X

10. How would you say 'they fall'? Infinitive: cair
(caem)
Verify: ( )X ( )X

11. How would you say 'they drive'? Infinitive: dirigir
(dirigem)
Verify: ( )X ( )X

12. How about 'they feel'? Infinitive: sentir
(sentem)
Verify: ( )X ( )X

Practice 3. (Recorded)

Listen to these short questions and answers as spoken by two instructors on the tape. There is space for you to repeat the answers aloud.

(1-8)

13. Now we will turn to the he-forms. Listen to 'he opens'.

( ) ( )X ( )X

14. What is the form for 'he feels'? Infinitive: sentir
(sente)
Verify: ( )X ( )X

15. How do you say 'he drives'? Infinitive: dirigir
(dirige)

Verify: ( )X ( )X

16. The form for 'he leaves' is a bit irregular. The unstressed e ending coalesces with the a of the stem and a diphthong results. The form is not sa-e. The form is sai.

sai ( ) ( )X ( )X ( )X

17. The form for 'he falls' is irregular in exactly the same way.

cai ( ) ( )X ( )X ( )X

18. And now we turn to the I-form which, as you would expect, is marked by an unstressed o ending. Thus, 'I drive' is

dirijo* ( ) ( )X ( )X

19. What is the form for 'I open'?
(abro)

Verify: ( )X ( )X

20. The form for 'I leave' is a bit irregular. It is not sa-o, as you might expect. Listen to the correct form on the tape, and repeat.

( ) ( )X ( )X ( )X

21. This is the way it is written.

saio: ( ) ( )X ( )X

22. Can you guess what the form for 'I fall' is?
(caio)

Verify: ( )X ( )X

23. The form for 'I feel', or 'I'm sorry', is also irregular, but you already know this form.

sinto: ( )X ( )X

24. It is irregular because the stem vowel has changed from the nasal ẽ of the infinitive to the nasal ĩ.

sentir ( )X ( )X
sinto ( )X ( )X

*Note the spelling with 'j', instead of 'g'.

25. Here, in summary, are the four forms of a regular -ir type verb in the present.

abro	( )X	abrimos	( )X
abre	( )X	abrem	( )X

26. And here in summary are the verbs sair, cair and sentir, some of whose forms are irregular in the present tense.

saio	( )X	caio	( )X	sinto	( )X
sai	( )X	cai	( )X	sente	( )X
saimos	( )X	caimos	( )X	sentimos	( )X
saem	( )X	caem	( )X	sentem	( )X

Practice 4. (Recorded)

Here are some more short questions and answers spoken by two instructors on the tape. Listen to them, and repeat just the answers.

Practice 5. (Recorded)

Answer these questions using the present tense of the verbs indicated. The questions (not the answers) are recorded on the tape. If you wish, you can practice these questions with a fellow student,

1. Como é que êle dirige?
2. Quando é que você sai?
3. A que horas é que a embaixada abre?
4. Quando é que ela cai no sono?
5. Quem é que dirige até a praia?
6. Quem é que sai comigo?
7. Quem mais dirige?

27. The verb sentir is usually reflexive when it is used with reference to how one is feeling. Recall this sentence from a previous dialog.

Cómo é que o senhor se sente hoje? ( )X ( )X

28. The answer to that question might be:

Eu me sinto bem ( ) ( )X ( )X

29. Notice that the reflexive pronouns se and me precede the verb forms.

O senhor se sente ( )X ( )X

Eu me sinto ( )X ( )X

30. How would you say 'I feel tired'?

(Eu me sinto cansado)

Verify: ( )X ( )X

31. How would you say 'He feels tired'?

(Êle se sente cansado)

Verify: ( )X ( )X

32. How would you ask the question: 'Do you feel well?'

Você ___ _____ ______?

(Você se sente bem?)

Verify: ( )X ( )X

33. Now, on to another topic. Recall these utterances.

a. Está chovendo outra vez. ( )X ( )X

b. Está fazendo calor aqui. ( )X ( )X

c. Quem é que estava dirigindo? ( )X ( )X

34. The translations of the above sentences are:

a. It is raining again.

b. It is making heat (i.e., it's hot) here.

c. Who was driving?

35. Notice:

chovendo = raining

fazendo = making

dirigindo = driving

36. This -ndo ending on a verb generally equates with English '-ing'. This form is arrived at by removing the r of the infinitive, nasalizing the final vowel, and adding -do. In writing, the nasalization of the final vowel is indicated by the n; hence, it is common to say that one adds an -ndo ending, rather than a -do ending.

chove-r / chove-ndo ( )X dirigi-r / dirigi-ndo ( )X

faze-r / faze-ndo ( )X fala-r / fala-ndo ( )X

Practice 6. (Recorded)

Practice saying the following forms, imitating the voice on the tape.

A. -ar type
morando ( )X ( )X
preparando ( )X ( )X
estudando ( )X ( )X
almoçando ( )X ( )X
dando ( )X ( )X
levantando ( )X ( )X
trabalhando ( )X ( )X

B. -er type
comendo ( )X ( )X
bebendo ( )X ( )X
escrevendo ( )X ( )X
esquecendo ( )X ( )X
lendo ( )X ( )X
sabendo ( )X ( )X
pretendendo ( )X ( )X

C. -ir type
dirigindo ( )X ( )X
abrindo ( )X ( )X
saindo ( )X ( )X
caindo ( )X ( )X
repetindo ( )X ( )X
preferindo ( )X ( )X
dormindo ( )X ( )X

Practice 7. (Recorded)

Translate these English '-ing' forms into Portuguese. Check with the tape for confirmation.

1. speaking
2. arriving
3. working
4. sending
5. buying
6. writing
7. drinking
8. eating
9. sleeping
10. feeling
11. opening
12. leaving

37. These -*ndo* forms are commonly preceded by a form of the verb *estar*. English has a direct parallel. The '-ing' form is often preceded by a form of the verb 'to be'.

eu estou trabalhando	( )X	( )X	I am working
êle está saindo	( )X	( )X	He is leaving
nós estamos bebendo	( )X	( )X	We are drinking
êles estão estudando	( )X	( )X	They are studying

38. The examples in 37 above all contain a present tense form of *estar* and thus refer to the present time. The use of this construction (present tense of *estar* + *ndo* form) underscores the continuing, progressive nature of an action in the present. For this reason it is often referred to as the *present progressive* construction.

39. The example *estava dirigindo* contains a past tense form of *estar*. We will deal with this construction in a later unit.

40. Thus, the phrase *êle está dormindo* means 'he is sleeping'. It would be used in the translation of these two utterances:

a. Don't wake him; he's sleeping soundly. (At this moment)

b. He's sleeping better these days. (Not necessarily at this very moment, but certainly during a time span which includes the present.)

41. However, this same phrase (*êle está dormindo*) would *not* be used in translating the following utterance:

c. He's sleeping at Dave's tomorrow night.

This is a normal sentence in English. It uses the present tense of 'to be' together with the '-ing' form of the main verb to refer to a *future* action. This cannot be done in Portuguese. The present tense of *estar* plus the -*ndo* form can be used only to describe actions occurring in the present, never in the future.

Practice 8. (Recorded)

Listen to these recorded exchanges (questions and answers) between two Brazilians. There is space on the tape for you to mimic the replies of the second one.

(1-11)

Practice 9. Translation Exercise.

Practice putting these short items into Portuguese. Check the tape for verification.

1. He's eating lunch. (almoçar)
2. He's making a phone call. (dar)
3. He's falling! (cair)
4. He's feeling hungry. (sentir)
5. He's writing a letter. (escrever)
6. I'm returning. (voltar)
7. I'm receiving lots of news. (receber)
8. I'm living in Rio. (morar)
9. I'm studying. (estudar)
10. I'm planning. (pretender)
11. I'm planning to start. (pretender)
12. I'm starting. (começar)

42. Go to the dialog now.

DIALOG

Portuguese	English
Paulo	
Oi	Hi
Jorge	George
fazendo	doing (-er type)
Oi, Jorge! O que é que você está fazendo?	Hi, George! What are you doing?
nunca	never
descansa	rest (-ar type)
Você nunca descansa?	Don't you ever rest?
Jorge	
estudando	studying (-ar type)
Eu estou estudando.	I'm studying.
o exame	test, exam
Tenho exame amanhã.	I have a test tomorrow.
Paulo	
há	there is
o que é que há	what is there?
aquele	that
novo	new
O que é que há com aquele novo professor Ferreira?	What is it with that ne[illegible]essor Ferreira?
sempre	always
dando	giving (-ar type)
a prova	test (English 'proof')
Êle está sempre dando provas.	He's always giving tests.

Jorge

Eu sei lá![1]	I don't know!
viu?	you know? (See Note 2)
Mas êle é bom, viu?[2]	But he's good, you know?

Paulo

mesmo	indeed, really, surely[3]
É mesmo.	He sure is.
olhe	look, say
mudando	changing (-ar type)
o assunto	subject
vem	he comes (neutral form: vir)
não é?	right? Is it not so?
Olhe, mudando de assunto, amanhã a gente vem no seu carro, não é?	Say, changing the subject, tomorrow we come in your car, don't we?

Jorge

a vez	time, turn
É, é minha vez.[4]	Yes, it's my turn.
lembre	remember
saio	I leave (-ir type)
E lembre que eu sempre saio cedo.	And remember that I always leave early.

---

1. This very idiomatic expression has connotations roughly equivalent to 'How should I know?' and 'I don't have the slightest idea'. You will hear it frequently among close friends. Be careful to use it only in very informal circumstances.

2. This use of viu? is common. The word is an abbreviation of ouviu? which means 'did you hear?' Thus this sentence says, 'But he's good, ya' hear?'

3. Mesmo has a variety of translations and shades of meaning, several of which are suggested here.

4. Notice that the first é echoes the é of the question just asked. Q. Is it not so? A. It is.

EXPANSION EXERCISES

Expansion Exercise 1. (Recorded)

Following the models given, ask the following questions in Portuguese. Verify with the tape.

A. Model: O que é que você está fazendo?

1. What are you studying?
2. What are you eating?
3. What are you preparing?
4. What are you drinking? (beber)
5. What are you buying?
6. What are you reading?
7. What are you saying?

B. Model: Quem é que está falando?

1. Who is practicing?
2. Who is leaving?
3. Who is driving?
4. Who is speaking?
5. Who is sleeping?
6. Who is studying?
7. Who is living?

C. Model: Por que é que êle está praticando?

1. Why is he sleeping?
2. Why is he resting?
3. Why is he leaving?
4. Why is he studying?
5. Why is he driving?
6. Why is he working?
7. Why is he reading?

D. Model: Onde é que êles estão estudando?

1. Where are they sleeping?
2. Where are they reading?
3. Where are they eating lunch?
4. Where are they living?
5. Where are they practicing?
6. Where are they working?
7. Where are they spending the night?

Expansion Exercise 2. (Recorded)

Study the following model, then prepare the four exchanges that follow.

Model: A. O que há com o Paulo? Êle sempre está cansado.
B. Eu sei lá. Parece que está trabalhando demais.

---

1. A. What is it with Mr. Ferreira? He's always hungry.
B. I don't know. It seems he likes to eat.

2. A. What is it with Maria? She's not awake yet.
B. I don't know. It looks like she got to bed late.

3. A. What is it with Paul? He's always sleeping.
B. I don't know. I think he's working at night.

4. A. What is it with him? He's always forgetting his book.
B. I don't know. It looks like he doesn't like Portuguese.

Expansion Exercise 3. (Recorded)

Following the model given, prepare these short conversational exchanges.

Model: A. Mas êle é bom, viu?
B. É mesmo.

1. A. But he is an American, you know?
B. He is, indeed!

2. A. But he speaks well, you know?
B. He does (speak), indeed!

3. A. But he drives well, you know?
   B. He does, indeed!

4. A. But he likes to eat, you know?
   B. He really does!

5. A. But he fell, you know?
   B. He really did!

6. A. But he came back late, you know?
   B. He really did!

7. A. But he left everything in the car, you know?
   B. He really did!

Expansion Exercise 4. (Recorded)

By changing the intonation, phrases with mesmo, such as those you just practiced in Exercise 3, can be made into questions, with the meaning 'Really?', 'Is that so?', etc. Listen to the models given on the tape, then try the examples below. Pay particular attention to the question-type intonation of the phrases containing mesmo.

Models:

Êle é brasileiro, viu? (He's Brazilian, you know?)
É mesmo? (Is he really?)

Êle trabalhou ontem, viu? (He worked yesterday, you know?)
Trabalhou, mesmo? (Is that so?)

1. He's single, you know?
   Is he really?

2. He speaks Spanish, you know?
   Does he really?

3. He knows the president, you know?
   Is that so?

4. She's going directly to Rio, you know?
   Is she really?

5. She already bought the tickets, you know?
   Did she really?

6. She went by Pan Am, you know?
   Did she really?

7. It is difficult, you know?
Is that so?

8. It was difficult, you know?
Was it really?

9. They went to Florida, you know?
Did they really?

10. His English is terrible (*péssimo*), you know?
Is that so?

---

11. A. Paulo!.... It's time to get up!
B. (Bocejo) Is it really?

12. A. Paulo!... Today is Monday!
B. Is it really?

13. A. Paulo!... It's seven-thirty!
B. Uh.. Is it really?

14. A. Paulo!... Wake up! We have a test today.
B. (Bocejo)... Do we really?

15. A. Paulo!... Wake up!
B. (Bocejo)... I'm awake!
A. Are you really?

Expansion Exercise 5.

Prepare these brief conversational exchanges.

A. Hi, George! What are you doing?
B. I'm eating lunch. Did you eat yet?
A. Yes. I ate downstairs.

A. Hi, George! What are you doing?
B. I'm leaving the party.
A. Why?
B. *Sh!* I don't like (I'm not liking) it!*

---

* Frequently Portuguese uses the present progressive construction where English uses the simple present tense.

A. Hi George! What's going on? (acontecendo)

B. The president is speaking.

A. What's he saying?

B. I don't know. I'm falling asleep!

A. Hi, George! What are you doing?

B. (Bocejo) I'm sleeping, see?!

A. Oh, Excuse me!........Sleepyhead!

Expansion Exercise 6. (Recorded)

(Note that an adverb like sempre may fall between estar and the -ndo form.)

Following the example of the model, put the following thoughts into Portuguese.

Model: Êle está sempre dando provas.

1. He's always making phone calls.
2. He's always studying.
3. Barbara is always talking with Mr. Ferreira.
4. Barbara is always going out with him.
5. I'm always doing that.
6. I'm always forgetting my book.
7. You're always saying that.
8. You're always eating.
9. You're always noticing my accent.
10. It's always raining there.

Expansion Exercise 7. (Recorded)

Again, follow the model and put these thoughts into Portuguese.

Model: Você nunca descansa?

1. Don't you ever work?
2. Don't you ever go to New York?
3. Don't you ever study?
4. Don't you ever arrive late?

5. Don't you ever open the windows?
6. Doesn't he ever leave early?
7. Doesn't he ever feel well?
8. Doesn't he ever go to bed early?
9. Doesn't he ever stop in Washington?
10. Doesn't he ever have to study?

COMPREHENSION (Recorded)

Listen to these utterances and notify your instructor of any that are not clear to you.

APPLICATIONS - PART I

How would you say the following utterances in Portuguese? In numbers 1-5 the present tense should be used, even though the reference is to future time. This use of the present tense is just as common in Portuguese as it is in English.

1. Tomorrow we (a gente) come early.
2. Tomorrow we rest.
3. Tomorrow we buy the tickets.
4. Remember that tomorrow we begin at 7:30 p.m.
5. Remember that tomorrow we go the the beach.
6. It's my turn.
7. It's never my turn.
8. It's my turn to rest. (Use de + descansar)
9. Remember that tomorrow it's my turn.
10. It's my turn to speak. (Use de + infinitive)
11. It's my turn to buy the food.
12. It's your turn to prepare the food.
13. It's your turn to buy the tickets.
14. It's your turn to eat lunch early.
15. It's your turn to repeat.
16. Changing the subject, what are we going to do tomorrow?
17. Changing the subject, where are we going to eat dinner?
18. Changing the subject, how are we going to get (receive) news of you?
19. Changing the subject, who is going to drive?
20. Changing the subject, when are we going to the movies?

21. I feel a little tired. When are we going to leave.
22. I feel very tired. I worked too much today.
23. If he feels tired, why doesn't he go home?
24. If you feel tired, why don't you stay home?
25. When I feel tired, I always leave early.
26. I'm not tired. Let's go to the beach!
27. Yesterday I left early.
28. My friend Sam left with me. He lives in Alexandria also.
29. I always leave with Sam. He's a good friend.
30. Sam is a friend of the president.
31. Well, let's change the subject. Let's talk about Gloria.
32. Good idea! Who's Gloria?
33. Don't you know [her]? She's our teacher!
34. Of course. Now I remember. Excuse me.

APPLICATIONS PART II

Practice these brief dialogs. Two of them are in Portuguese.

I. A. Is it my turn to buy coffee?
B. No, it's mine. You bought yesterday.
A. Of course. Now I remember.

II. A. Vamos voltar no seu carro.
B. Isso vai ser um pouco difícil.
A. Por que?
B. O meu carro não está aqui: Está em casa.

III. A. Did you read the paper yet?
B. Yes, I did. The news is (are) good, isn't it?
A. It is, indeed. It looks like everything is going well now.

IV. A. Você comprou café? (at a store, market, etc.)
B. Eu nunca compro café.
A. Nunca?
B. Nunca. Eu não gosto de café.

UNIT 20

NEW MATERIAL

1. Do you remember these present tense he-forms from earlier units?

êle nota	( )X ( )X	he notices
êle mora	( )X ( )X	he lives
êle gosta	( )X ( )X	he likes

2. All of them contain the open vowel O. Repeat them again and make sure that the vowel is an open O. Remember that it's similar to the vowel sound of English 'paws'.

nOta ( )X ( )X
mOra ( )X ( )X
gOsta ( )X ( )X

3. The same open O appears in the I-form.

eu nOto ( )X ( )X
eu mOro ( )X ( )X
eu gOsto ( )X ( )X

4. It appears also in the they-form.

êles nOtam ( )X ( )X
êles mOram ( )X ( )X
êles gOstam ( )X ( )X

5. But it does not appear in the we-form, where the o remains closed.

notamos ( )X ( )X
moramos ( )X ( )X
gostamos ( )X ( )X

6. Nor does it appear in the infinitive, where again the o remains closed.

notar ( )X ( )X
morar ( )X ( )X
gostar ( )X ( )X

7. Observe that the open O appears in stressed syllables, the closed o in unstressed syllables:

Stressed:

nOto nOta nOtam ( )X
mOro mOra mOram ( )X
gOsto gOsta gOstam ( )X

Unstressed:

notamos notar ( )X
moramos morar ( )X
gostamos gostar ( )X

8. A number of other -ar type verbs have the same distribution of o and O. Those that you have had thus far, in addition to the ones listed above, are almoçar and voltar.

9. Thus, 'I eat lunch' has the open O.

eu almOço ( )X ( )X

10. How do you say 'I return'?

(eu vOlto)

Verify: ( )X ( )X

11. How do you say 'he returns'?

(ele vOlta)

Verify: ( )X ( )X

12. How do you say 'they return'?

(eles vOltam)

Verify: ( )X ( )X

13. How about 'they eat lunch'?

(eles almOçam)

Verify: ( )X ( )X

14. The we-forms, as you know, do not have the open O; they have the closed o. Thus, 'we return' is---

( )X ( )X

15. How would you say 'we eat lunch'?

(nós almoçamos)

Verify: ( )X ( )X

16. Several -ar type verbs have closed e and open E distributed in the same pattern as the o and the O, the closed e appearing in unstressed syllables and the open E appearing in stressed syllables. The only verb of this sort that you have had so far is começar 'begin'.

17. Thus, in 'I begin', the open E falls in the stressed syllable.

comEço ( )X ( )X

18. How would you say 'Sandra begins'?

(Sandra comEça)

Verify: ( )X ( )X

19. How would you say 'they begin'?

(eles comEçam)

Verify: ( )X ( )X

20. The phrase 'we begin' has the closed e sound. The syllable is not stressed. How do you say 'we begin'?

(nós começamos)

Verify: ( )X ( )X

21. Another useful verb of this sort, and one that you have not run across in this book, is levar, which expresses the idea of 'carry'.

levar ( )X ( )X ( )X

22. The form 'I carry' requires the open E sound.

eu lEvo ( )X ( )X

23. How, then, would you say 'Jorge carries'?

(Jorge lEva)

Verify: ( )X ( )X

24. How would you say 'they carry'?

(eles lEvam)

Verify: ( )X ( )X

25. 'We carry' requires the unstressed, closed e sound. So how do you say 'we carry'?

(nós levamos)

Verify: ( )X ( )X

26. A number of -er type verbs also have the open E or open O sound in their stems, but only in the he- and they-forms. Verbs that have already appeared in this text and that follow this patterning are:

escrever

receber

beber

esquecer

conhecer

parecer

chover

27. Thus, when you hear the he-form for 'write', you will hear the open E sound in the stem. Listen and repeat.

escrEve ( ) ( )x ( )x

28. How would you say the he-form for 'drink'?

(bEbe)

Verify: ( )x ( )x

29. How would you say the he-form for 'forget'?

(esquEce)

Verify: ( )x ( )x

30. The he-form for 'know' is not new to you. You learned it early in the course, but you may not have been too careful about the open E sound.

Repeat: conhEce ( )x ( )x

31. The form parEce is another he-form that you already know. Be sure, however, that you say it with the open E sound.

Repeat: parEce ( )x ( )x

32. You already know how to say 'it is raining'. That expression is está chovendo. But do you know how to say 'it rains', with the he-form of chover? That form is chOve, with an open O.

chOve ( )x ( )x

33. All of the above verbs except chover have they-forms (you cannot say 'they rain' in Portuguese any more than you can say it in English) and all of those they-forms have the open E sound.

escrEvem ( )x ( )x parEcem ( )x ( )x

bEbem ( )x ( )x recEbem ( )x ( )x

esquEcem ( )x ( )x

34. However, in the I-form as well as the we-form the closed e prevails (as underlined). Repeat in pairs.

escrevo/escrevemos ( )x
bebo/bebemos ( )x
esqueço/esquecemos ( )x
pareço/parecemos ( )x
recebo/recebemos ( )x

35. Here is the contrast between the open E and the closed e. Imitate as well as you can, repeating in pairs. Do these several times if necessary.

escrevo/escrEve ( )x ( )x
bebo/bEbe ( )x ( )x
esqueço/esquEce ( )x ( )x
pareço/parEce ( )x ( )x
recebo/recEbe ( )x ( )x

Practice 1. (Recorded)

This is a review and summary of the verb forms that you have been working with thus far in this unit. You should repeat them again in order to feel more comfortable with the contrasting open and closed vowels. The voice on the tape will read these items from left to right. There is space for you to repeat after each one.

open O or E			closed o or e	
-ar type				
gOsto	gOsta	gOstam	gostamos	
nOto	nOta	nOtam	notamos	
vOlto	vOlta	vOltam	voltamos	
mOro	mOra	mOram	moramos	
almOço	almOça	almOçam	almoçamos	
comEço	comEça	comEçam	começamos	
lEvo	lEva	lEvam	levamos	
-er type				
bEbe	bEbem		bebemos	bebo
recEbe	recEbem		recebemos	recebo
esquEce	esquEcem		esquecemos	esqueço
escrEve	escrEvem		escrevemos	escrevo
conhEce	conhEcem		conhecemos	conheço
parEce	parEcem		parecemos	pareço

Practice 2. Put these brief dialogs into Portuguese.

1. A. Do you know Sandra?
   B. Yes, I know her.
   A. Do you like her?
   B. I do.
   A. Where does she live?
   B. She lives nearby.
   A. Do you eat lunch with her?
   B. I do.
   A. What time does she get back?
   B. She always gets back at 1:30.

2. A. Is he going to remember?
   B. Yes, he never forgets.

3. A. Does he drink a lot?
   B. No. He doesn't like to drink.

4. A. What time do you begin?
   B. I begin at 9:00.

5. A. Is he going to take (levar) his son, too?
   B. He always takes his son.

36. Recall these sentences extracted from previous dialogs.

Vocês trabalharam muito esta hora. ( )x ( )x

Êste é o meu amigo, Carlos. ( )x ( )x

37. Notice the two words for 'this': esta and êste.

esta ( )x ( )x

êste ( )x ( )x

38. Esta has an open E sound in the first syllable.

esta ( )x ( )x

39. Êste has a closed e sound in the first syllable.

êste ( )x ( )x

40. As you know, the t of this word is pronounced like a ch by many Brazilians.

êste ( )x ( )x

41. The final, unstressed vowel sounds of these two words are different, of course.

esta/êste ( )x ( )x

42. Which is the stressed syllable of esta, the first or the last? Listen again if you are not sure.

(first)

( ) ( )

43. By contrast, which is the stressed syllable of the familiar verb form está, meaning '(he) is'?

(last)

( ) ( )

44. The location of the stress is one of the factors that make these two words different.

esta ( )X ( )X (this)
está ( )X ( )X (is)

45. The form esta is the word for 'this' which is used when one is referring to feminine items.

esta hora ( )X ( )X 'this hour'
esta comida ( )X ( )X 'this food'
esta lição ( )X ( )X 'this lesson'

46. The form êste is the word for 'this' which is used when one is referring to masculine items. Notice in particular that the final syllable is an unstressed i sound, rather than the unstressed u sound that is usually the sign of the masculine.

êste carro ( )X ( )X 'this car'
êste exame ( )X ( )X 'this test'
êste livro ( )X ( )X 'this book'

47. In other words, the word for 'this' has gender agreement with the noun that it refers to.

êste diálogo ( )X ( )X 'this dialog'
esta palavra ( )X ( )X 'this word'

48. This gender agreement is maintained even if the word 'this' does not immediately precede the noun.

Êste é o meu amigo. ( )X ( )X
'This is my friend'.

49. Amigo is masculine; hence the word for 'this' must appear in the masculine form, êste, even though other words intervene.

50. Now let's introduce a female friend, Elsa.

Esta é a minha amiga, Elsa. ( )X ( )X
'This is my friend, Elsa'.

51. The word amiga is feminine since we are talking about Elsa; hence the word for 'this' must also be feminine. It doesn't matter that other words separate the two.

52. What about the plural? How do we change the singular 'this' to the plural 'these'? Answer: We simply add the pluralizing -s (which, as always, becomes -z before a vowel or a voiced consonant).

a. êste ( )X ( )X 'this'
êstes ( )X ( )X 'these'

b. esta ( )X ( )X 'this'
estas ( )X ( )X 'these'

53. Now try a few of these pairs. (z sound is starred*)

a. êste carro ( )X
êstes carros ( )X

b. êste livro ( )X
êstes* livros ( )X

c. êste exame ( )X
êstes* exames ( )X

d. esta avenida ( )X
estas* avenidas ( )X

e. esta casa ( )X
estas casas ( )X

f. esta passagem ( )X
estas passagens ( )X

54. How do you say 'this door'?
(esta porta)
Verify: ( )X ( )X

55. How do you say 'these doors'?
(estas portas)
Verify: ( )X ( )X

56. How do you say 'this office'?
(êste escritório)
Verify: ( )X ( )X

57. How do you say 'these offices'?
(êstes* escritórios)
Verify: ( )X ( )X

58. The words for 'this' and 'these' apply to items close at hand. Portuguese has other words, corresponding to English 'that' and 'those', which apply to items not within the immediate reach of the speaker. These words too change their forms to agree in gender with the item they refer to.

59. Here is the word for 'that' which is used when one is referring to something masculine.

( )X ( )X

60. Here is the word for 'that' which is used when one is referring to something feminine.

( )X ( )X

61. Here they are together.

êsse, with closed e ( )X ( )X
essa, with open E ( )X ( )X

62. Here are some examples of the masculine form.

êsse carro ( )X ( )X
êsse menino ( )X ( )X
êsse escritório ( )X ( )X
êsse pneu ( )X ( )X

63. Here are some examples of the feminine form.

essa môça ( )X ( )X
essa praia ( )X ( )X
essa carta ( )X ( )X
essa ponte ( )X ( )X

64. How would you say 'that house'?
(essa casa)

Verify: ( )X ( )X

65. How would you say 'that state'?
(êsse estado)

Verify: ( )X ( )X

66. How about 'that newspaper'?
(êsse jornal)

Verify: ( )X ( )X

67. How about 'that city'?

(essa cidade)

Verify: ( )X ( )X

68. And 'that day'? (Appearances aside, 'day' is masculine.)

(êsse dia)

Verify: ( )X ( )X

69. Gender agreement is maintained even though the word 'that' does not immediately precede the noun.

Êsse é o meu carro. ( )X ( )X That is my car.
Essa é a minha casa. ( )X ( )X That is my house.

70. For the plural, we add, as usual, the pluralizing -s (which becomes -z is some cases.)

êsses ( )X ( )X
essas ( )X ( )X

71. Here are some examples of plurals of masculine items. The -z sound is starred*.

êsses carros ( )X ( )X
êsses* americanos ( )X ( )X
êsses* exames ( )X ( )X

72. Here are some examples of feminine items.

essas casas ( )X ( )X
essas solteiras ( )X ( )X
essas* avenidas ( )X ( )X
essas palavras ( )X ( )X

73. Let us return to the singular forms again and compare two sets of minimal pairs.

a. this car: êste carro ( )X
that car: êsse carro ( )X

b. this house: esta casa ( )X
that house: êssa casa ( )X

Comment

The forms for 'this' differ from the forms for 'that' by virtue of the presence of a t (or ch) sound. Why not seize upon this t (or ch) to help you to remember which is which? Associate the t of êste and esta with the t of English touch. (If you are a ch speaker, you can associate the ch sound of êste with the ch of *touch*.) Why *touch*? Because if the item you are talking about is close enough for you to touch, either literally or figuratively, you will normally use *êste* or *esta*. *T* for *touch*! On the other hand, if the item you are talking about is not close enough for you to touch, you will normally refer to it with *êsse* or *essa*. No touch, no *t*!

a. *êste carro*: this car (I can touch it)

b. *esta casa*: this house (I can touch it)

c. *êsse carro*: that car (it's not within my reach)

d. *essa casa*: that house (it's not within my reach)

The same association of *t* for *touch* applies to the forms for 'these' and 'those'. If you can touch the items you are talking about, use the appropriate form with *t* in it. If the items are too far away for you to touch, use the appropriate form without the *t*.

a. *êstes carros*: these cars (I can touch them)

b. *estas casas*: these houses (I can touch them)

c. *êsses carros*: those cars (not within my immediate reach)

d. *essas casas*: those houses (not within my immediate reach)

There are areas of overlap, of course, and they tend to be the same ones we have in English. If I know, for example, that I can easily touch a picture on the wall beside me simply by leaning to the right and stretching a bit, am I going to say '*this* picture' or '*that* picture' when I refer to it? Doesn't really matter, does it? The overlap is very common in the non-concrete world of ideas, where spatial relationships are hard to define. Does it make much difference whether I say '*this* proposal' or '*that* proposal' when we are in the midst of a discussion on the proposal itself? Probably not. The point of all this is that you would not concern yourself with such distinctions in English and you should not do so in Portuguese either.

Practice 3. (Recorded)

Put these items into Portuguese. Omit items in brackets.

1. This car is [a] Chevrolet.
2. That car is [a] Ford.
3. This house is old.
4. This dialog is difficult.
5. That dialog is horrible.
6. This view is marvelous.
7. These cars are American.
8. These girls speak English.
9. These boys are Brazilians.
10. Those girls are Americans.
11. These Brazilians work a lot.
12. These teachers are from Brazil.

Practice 4. (Recorded)

Following the example of the model (taken from Unit 4), ask these questions in Portuguese.

Model: Você conhece essa môça?

1. Do you know that teacher? (m.)
2. Do you know this restaurant?
3. Do you know this city?
4. Do you know this book?
5. Do you know those children? (crianças)
6. Do you know those Americans?
7. Do you know those states?

Practice 5. (Recorded) Same procedure as for Practice 4.

Model: A senhora estudou esta lição?

1. Did you prepare these lessons?
2. Did you read this book?
3. Did you write those letters?
4. Did you work a lot this hour?
5. Did you prepare this food?
6. Did you buy this coffee in Brazil?
7. Did you notice that accent?!! Wow!

Practice 6. (Recorded) Same procedure.

Model: Êste é o meu amigo, Carlos.

1. This is my friend, Paulo.
2. This is my friend, Sandra.
3. This is my wife, Brünhilde.
4. This is my daughter, Angela.
5. That is my daughter, Luisa.
6. That is my son, Roberto.
7. Those are my sons, Roberto and Paulo.
8. Those are my daughters, Angela and Luisa.
9. These are my books.
10. These are my tires.
11. These are my tickets.

12. These are my children.
13. This is my car.
14. This is my office.
15. This is my break time (_intervalo_).

DIALOG

Luisa

Portuguese	English
Geraldo	Gerald, Jerry
entre	enter, come in (command form)
Entre, Geraldo. Tudo bom?	Come in, Jerry. How's it going?*

Geraldo

ótimo	fine, wonderful
Luisa	Luisa
Tudo ótimo, Luisa. E com você?	Fine, Luisa. And you?

Luisa

Sente	Sit (command form)
Também...Sente.	Same here...Have a seat.

Geraldo

o calor	heat
Ui!	whew!
que calor!	what heat!
Obrigado. Ui! Que calor!	Thanks. Whew! It sure is hot!

Luisa

aceita	(you) accept (-ar type)
o refrigerante	soft drink
Você aceita um refrigerante?	Will you have a soft drink?

---

* More literally, 'Is everything going OK?' This is another in a series of common greetings. Perhaps a better translation is simply 'Hi'.

Geraldo

aceito	(I) accept (-ar type)
por favor	please
Aceito. Uma Coca-cola, por favor.	I will. A Coke, please.

Luisa

faz	(he) does (irregular, -er type)
a gente faz	we do
o fim	end
o fim de semana	weekend
O que é que a gente faz este fim de semana de 3 dias?	What are we going to do * this 3-day weekend?

Geraldo

a certeza	certainly
tem certeza	(you) are sure (have certainty)
segunda-feira	Monday
o feriado	holiday
Você tem certeza que segunda-feira é feriado?	Are you sure that Monday is a holiday?
cai	(it) falls (-ir type)
terça-feira	Tuesday
ser	to be
comemorado	celebrated (commemorated)
segunda	(abbreviation of segunda-feira)

Luisa

Tenho. O feriado cai na terça-feira, mas vai ser comemorado segunda.	Yes, I am. The holiday falls on Tuesday, but it's going to be celebrated on Monday.

---

* Or 'what do we do?'. As in English, the present tense can sometimes be used when the reference is to future time.

Geraldo

a razão	reason, rationality
tem razão	you're right (have reason)
Você tem razão ... Bom!...	You're right...Well!...
dá	(it) gives (-ar type)
dá para	it's enough time to/for
ir	to go
Dá para ir a Williamsburg... ou...	It's enough (time) to go to Williamsburg...or...

Luisa

caro	expensive
Dá. Mas fica caro.	Yes. But it's expensive.

Geraldo

fazemos	(we) do, make (-er type)
fazemos um passeio	(we) take a ride
a montanha	mountain
Por que não fazemos um passeio até as montanhas?	Why don't we take a drive to the mountains?

Luisa

legal	fine, wonderful*
levo	(I) take (-ar type)
o sanduíche	sandwich
Legal! Eu levo uns sanduíches.	Wonderful! I'll take some sandwiches.

---

* Notice this special use of the word legal. In other contexts it is a cognate of the English word 'legal'.

EXPANSION EXERCISES

Comment Re Expansion Exercise 1.

You have learned the following common greetings:

A.		B.
Bom dia		Alô
Boa noite		Oi
Boa tarde		Como via? or Como é que vai?
		Tudo bom?

To those expressions in column B we can add the following:

Tudo bem?
Você está bom? (To a man)
Você está boa? (To a woman)

These three new ones and those in column B can be given literal translations, but in the final analysis they are all greetings or salutations and they all mean more or less the same thing, just as the greetings 'Hi', 'Hi ya', 'How's it going?', 'How are you?', etc. all mean more or less the same thing in English.

Expansion Exercise 1. (Recorded)

Listen to these brief exchanges of greetings. From time to time you can practice them, and variations of them, with your instructor or a fellow student.

I. A. Oi, Paulo. Como vai?
B. Muito bem, e você?
A. Muito bem.

II. A. Bom dia, Luis. Tudo bom?
B. Tudo bem, e com você?

III. A. Oi, Yara! Você está boa?
B. Estou boa, e você.

IV. A. Boa tarde, Luis. Você está bom?
B. Estou bom, e você?

V. A. Boa noite, Roberto. Você está bom?
B. Vou bem, e você?

VI. A. Oi, Roberto. Tudo bom?
B. Tudo bom.

VII. A. Alô, Paulo. Tudo bem?
B. Tudo bem, e com você.

(As you can readily observe, there is a high rate of interchangeability in the use of these expressions.)

Comment Re Expansion Exercise 2.

The expression dá para (literally, 'it gives for') is very common. As used in the dialog of this unit, it means 'the circumstances give time for', i.e., 'there is enough time for'. In other contexts, the expression can mean 'the circumstances are appropriate for, convenient for, suitable for', etc.

In the exercise that follows, the expression refers primarily to time.

Expansion Exercise 2. (Recorded)

Repeat the several model sentences, then translate from English into Portuguese.

Model 1: Dá para ir às montanhas.
Model 2: Dá para ir à praia.
Model 3: Dá para tomar café.
Model 4: Dá para fazer um passeio.

1. There's enough time to write a letter.
2. There's enough time to go to the city.
3. There's enough time to eat lunch downtown.
4. There's enough time to speak with the teacher.
5. There's enough time to stop in Florida.
6. There's enough time to read the newspaper.
7. There's enough time to make a sandwich.
8. There's enough time to sleep an hour more. (mais uma hora)

Comment Re Expansion Exercise 3.

Expressions utilizing Que plus a noun are generally the equivalent of English 'what' or 'what a' plus a noun. They are exclamations, and they may be laudatory or depreciative. For example, Que carro! (What a car!) can mean either 'What a splendid automobile!' or 'What a lemon!' The circumstances and the tone of voice indicate which meaning is intended, just as they do in English.

In the dialog, Que calor is the equivalent of 'What heat!' or, as most of us would say, 'It sure is hot!'.

Expansion Exercise 3. (Recorded)

Repeat the models, then translate from English to Portuguese. Verify with the tape.

Model 1: Que calor!
Model 2: Que carro!
Model 3: Que festa!
Model 4: Que tráfego!

1. What a teacher!
2. What a restaurant!
3. What a friend!
4. What a sandwich!
5. What a city!
6. What a view!
7. What a book!
8. What a word!
9. What a sleepyhead!
10. What food!

Comment Re Expansion Exercises 4 Through 8.

Expansion Exercises 4 through 8 are designed to encourage you to seek out and use English cognates in your Portuguese. Portuguese has many English cognates. Some of them group themselves into fairly predictable patterns, thus making it relatively easy for English speakers to learn them. In this unit and in some of the units to follow you will have an opportunity to practice some of these patterns.

There are certain dangers involved in relying on cognates because every so often you will run across one that means something different from what its supposed counterpart means in English. These we call 'false cognates'. For example, the word exquisita looks and sounds like it ought to mean 'exquisite'. but beware! It means 'strange', 'unusual', even 'freakish'. One could get himself into real trouble by telling an attractive young lady that she looks exquisita. One need only imagine her reaction! Better use another cognate--elegante. The latter is a 'true' cognate; it means what it seems to mean. Furthermore, it is almost guaranteed to bring forth the desired smile of appreciation on the lady's face.

Minor perils of this sort exist, and you must look out for them. But you should not let due caution deter you from healthy experimentation. Try cognates. They provide an excellent way to increase your vocabulary.

Expansion Exercise 4. (Recorded)

You will recall from an earlier unit that many English words that end in -tion and -sion have cognates in Portuguese that end in -ção and -são. All of them are stressed on the last syllable and all are feminine. Be wary, however, lest the sight of familiar letters lead you into English pronunciation habits. Note that numbers 12, 13, 14, and 15 have the -z sound, as underlined.

1.	solução	( )X	( )X	solution
2.	situação	( )X	( )X	situation
3.	posição	( )X	( )X	position
4.	operação	( )X	( )X	operation
5.	repetição	( )X	( )X	repetition
6.	organização	( )X	( )X	organization
7.	promoção	( )X	( )X	promotion
8.	administração	( )X	( )X	administration
9.	edição	( )X	( )X	edition
10.	missão	( )X	( )X	mission
11.	expressão	( )X	( )X	expression
12.	visão	( )X	( )X	vision
13.	decisão	( )X	( )X	decision
14.	invasão	( )X	( )X	invasion
15.	conclusão	( )X	( )X	conclusion

Expansion Exercise 5. (Recorded)

Below you will find several model sentences. Using them as a starting point, put the English sentences that follow into Portuguese. Draw on the previous exercise for the necessary vocabulary. Verify on the tape.

Model Sentence A. Não gosto da cidade.

1. I don't like the situation.
2. I don't like the solution.
3. I don't like the organization.
4. I don't like the expression.
5. I don't like the mission.
6. I don't like the decision. (z sound)
7. I don't like the conclusion. (z sound)

Model Sentence B. O que é que você acha da praia?

1. What do you think of the invasion? (z sound)
2. What do you think of the solution?
3. What do you think of the expression?
4. What do you think of the situation?
5. What do you think of the repetition?
6. What do you think of the organization?
7. What do you think of the decision? (z sound)

Model Sentence C. A praia é boa.

1. The decision is good. (z sound)
2. The situation is good.
3. The repetition is good.
4. The solution is good.
5. The position is good.
6. The administration is good.
7. The promotion is good.
8. The vision is good. (z sound)

Expansion Exercise 6. (Recorded)

In Unit 17 you learned that many English adjectives ending in -al have cognates in Portuguese that also end in -al. Review the ones listed below. Remember that in Portuguese the stress is on the last syllable, and that the l, being in final position, is the type that resembles a w. Take time to pronounce these well.

1. formal ( )X ( )X
2. normal ( )X ( )X
3. social ( )X ( )X
4. oficial ( )X ( )X
5. legal ( )X ( )X
6. final ( )X ( )X
7. nacional ( )X ( )X
8. local ( )X ( )X
9. federal ( )X ( )X
10. regional ( )X ( )X
11. industrial ( )X ( )X
12. anual ( )X ( )X
13. especial* ( )X ( )X

---

*Note that this word has an initial vowel e which is absent in the English cognate 'special'. This initial vowel is sometimes whispered.

Expansion Exercise 7. (Recorded)

Like all other descriptive adjectives, those ending in -al are normally placed after the nouns they modify. Practice the following sequences, repeating after each one on the tape.

A. 1. É uma festa boa. (   )X
2. É uma festa ótima. (   )X
3. É uma festa péssima. (   )X
4. É uma festa maravilhosa. (   )X
5. É uma festa formal. (   )X
6. É uma festa anual. (   )X
7. É uma festa especial. (   )X
8. É uma festa oficial. (   )X

B. 1. É um feriado americano. (   )X
2. É um feriado brasileiro. (   )X
3. É um feriado ótimo. (   )X
4. É um feriado local. (   )X
5. É um feriado nacional. (   )X
6. É um feriado industrial. (   )X
7. É um feriado legal. (   )X
8. É um feriado oficial. (   )X

C. 1. É uma expressão americana. (   )X
2. É uma expressão brasileira. (   )X
3. É uma expressão velha. (   )X
4. É uma expressão formal. (   )X
5. É uma expressão local. (   )X
6. É uma expressão regional. (   )X
7. É uma expressão normal. (   )X
8. É uma expressão legal. (   )X

D. 1. É uma situação maravilhosa. (   )X
2. É uma situação péssima. (   )X
3. É uma situação normal. (   )X
4. É uma situação formal. (   )X
5. É uma situação informal. (   )X
6. É uma situação legal. (   )X
7. É uma situação especial. (   )X

E. 1. É uma organização americana. ( )X
2. É uma organização brasileira. ( )X
3. É uma organização nacional. ( )X
4. É uma organização industrial. ( )X
5. É uma organização legal. ( )X
6. É uma organização social. ( )X
7. É uma organização regional. ( )X

F. 1. É a edição americana. ( )X
2. É a edição brasileira. ( )X
3. É a edição final. ( )X
4. É a edição anual. ( )X
5. É a edição local. ( )X
6. É a edição especial. ( )X
7. É a edição oficial. ( )X

Expansion Exercise 8. (Recorded)

Using the nouns of exercise 4 and the adjectives of exercise 6, translate the following short phrases into Portuguese. Verify with the tape.

1. a legal solution
2. a legal decision
3. a legal organization
4. the final decision
5. the final conclusion
6. the annual promotion
7. my annual promotion (admittedly, an unlikely phrase!)
8. my special mission
9. a normal operation
10. the final operation
11. the final repetition
12. the final solution
13. the final promotion
14. a normal promotion
15. the official position
16. the social position

Comprehension (Recorded)

On the tape are a total of ten, 2 and 3 line exchanges which have been prepared for your comprehension practice. Listen to them now and note any that are not clear to you.

APPLICATIONS

I. Prepare these brief exchanges for your teacher. Numbers 1-10 correspond to the ten exchanges recorded in the Comprehension section above.

1. A. Do you notice that I'm eating a lot for lunch?
B. I notice, and I don't like it.

2. A. I live in Copacabana. And you? (plural), where do you live?
B. We live there too.

3. A. What time do you begin?
B. I begin early, at six.

4. A. Is this office mine?
B. Yes, it's yours.
A. Great! What a view!

5. A. Is this book yours?
B. It's mine, yes. Thanks.

6. A. Is that book yours?
B. No, it's Robert's.

7. A. Are these sandwiches yours?
B. No, they're theirs.

8. A. Is that Coke yours?
B. No, it's Sandra's.

9. A. This food is good, isn't it?
B. No, I don't like it.
A. You're not hungry!

10. A. Is this house yours?
B. No, its my parents'.

---

11. A. Are you sure it's my turn?
B. I'm sure. My turn is tomorrow.

12. A. I'm sure I know that girl. But who is she?
B. It's Sandra.

13. A. Are you sure he likes Sandra?
B. Of course! He likes her a lot.
A. Why doesn't he go out with her?

14. A. When is the holiday? Tuesday?
    B. Well, the holiday falls on Tuesday, but it's going to be celebrated on Monday.

15. A. But isn't tomorrow a holiday?
    B. It is. But it's going to be celebrated on Friday.
    A. Good. We work tomorrow, and Friday we go to the mountains.

16. A. Did you say that we're going to take a trip to the mountains?
    B. Yes, I did. Don't you like the idea?
    A. I do, indeed! This heat is too much!

17. A. Will you accept a Coke?
    B. Yes, thanks. It's very hot. (fazendo calor)

II. Prepare these short dialogs for your teacher. Numbers 3, 4 and 5 are recorded for you. Listen to them for comprehension practice before actively preparing them.

1. A. What are we (gente) going to do this Thursday?
   B. It's a holiday, isn't it?
   A. It is.
   B. Why don't we stay at home? I don't want to do anything. I'm tired.
   A. Good. We can sleep until late.

2. A. What are we (gente) going to do today?
   B. What do you want to do?
   A. I don't know. Let's see...Is it going to rain?
   B. I don't think so.
   A. Let's take a ride to the mountains.
   B. Good idea.

3. A. Oi, Geraldo. Tudo bom? Sente.
   B. Obrigado.
   A. Você aceita um café?
   B. Não, obrigado.
   A. Mesmo?! O café está muito bom hoje, viu?

4. (This dialog emphasizes the open O vowel. Practice it with your teacher or a fellow student. The open O is underlined.)

   A. A que horas você almoça?
   B. Almoço à uma hora.
   A. Você volta as duas?
   B. Volto, sim.
   A. Posso almoçar com você hoje?
   B. Pode, claro...Vamos sair agora.
   A. Vamos. Estou com fome.

5. (This dialog emphasizes both open vowels, O and E. They are underlined. We have included several of the verbs that you practiced earlier in this unit.)

A. Quando é a festa?
B. A festa é no dia dez.
A. Onde é que a Sonia mora?
B. Ela mora na Virginia.
A. A que horas a festa começa?
B. Às sete.
A. Você leva os sanduíches?
B. Levo.
A. E eu levo o café...e uns refrigerantes também. Você gosta de Coca Cola?
B. Gosto.
A. Até quando você vai ficar lá?
B. Até às nove.
A. Só até às nove? (Party pooper!)*
B. Só.

---

*Translates as Chato or Chata.

UNIT 21

Part I

1. Listen to these verb forms.

   a. ( ) ( )

   b. ( ) ( )

   c. ( ) ( )

2. The stem of these forms may sound familiar to you, but the endings probably do not. The forms have not been used in this text before. Here they are again. Listen and repeat.

   a. ( ) ( )X ( )X

   b. ( ) ( )X ( )X

   c. ( ) ( )X ( )X

3. What we are doing is simple. We are adding the ending -*ava* to the stems of three verbs that are well-known to you: *ficar*, *falar* and *trabalhar*. The situation looks like this:

   a. Stem *fic*- plus ending *ava* = *ficava*

   b. Stem *fal*- plus ending *ava* = *falava*

   c. Stem *trabalh*- plus ending *ava* = *trabalhava*

4. Repeat again.

   a. ficava: ( )X ( )X

   b. falava: ( )X ( )X

   c. trabalhava: ( )X ( )X

5. The -*ava* ending on a verb signals a time reference which can be translated several ways in English. One frequent way is the phrase 'used to'. Thus, the form *ficava* often suggests the translation 'used to stay'. Likewise, the form *falava* often suggests the notion 'used to speak', and *trabalhava* the notion 'used to work'.

6. What is the notion suggested by this verb form?

( ) ( )

(used to visit)

7. What is the notion suggested by this verb form?

( ) ( )

(used to send)

8. How about this one?

( ) ( )

(used to practice)

9. And this one?

( ) ( )

(used to return)

10. Now, repeat the forms you heard in frames 6 through 9.

a. visitava ( )X ( )X

b. mandava ( )X ( )X

c. praticava ( )X ( )X

d. voltava ( )X ( )X

11. How would you express the notion 'used to study'?

(estudava)

Verify: ( )X ( )X

12. How would you express the notion 'used to arrive'?

(chegava)

Verify: ( )X ( )X

13. How about 'used to prepare'?

(preparava)

Verify: ( )X ( )X

14. And how would you say 'used to dance'?

(dançava)

Verify: ( )X ( )X

15. The 'used to' forms that you have just been practicing are both I-forms and he-forms. That is, the ending for the I-form and the ending for the he-form is the same: ava. To avoid ambiguity it is often necessary to precede the verb form with the appropriate noun or pronoun. For example:

eu falava ( )X ( )X
ele falava ( )X ( )X
você falava ( )X ( )X
Maria falava ( )X ( )X
José falava ( )X ( )X

16. So, how would you say 'Mary used to stay'?
(Maria ficava)
Verify: ( )X ( )X

17. How would you say 'Sandra used to work'?
(Sandra trabalhava)
Verify: ( )X ( )X

18. How would you say 'George used to practice'?
(Jorge praticava)
Verify: ( )X ( )X

19. Using the pronoun, how would you say 'she used to eat lunch'?
(ela almoçava)
Verify: ( )X ( )X

20. Using the pronoun, how would you say 'I used to eat dinner'?
(eu jantava)
Verify: ( )X ( )X

21. Again, using the pronoun você how would you say 'you used to arrive'?
(você chegava)
Verify: ( )X ( )X

Practice 1. (Recorded)

Learn to say the following sentences well enough so that you do not have to refer to the Portuguese at the right.

1.	I used to work a lot.	(Eu trabalhava muito.)
	I would work all day.	(Eu trabalhava o dia todo.)
2.	I used to study too much.	(Eu estudava demais.)
	I would study all day.	(Eu estudava o dia todo.)
3.	He used to speak English.	(Ele falava inglês.)
	He would speak [it] well.	(Ele falava bem.)
4.	He used to eat lunch early.	(Ele almoçava cedo.)
	He'd always eat lunch at eleven.	(Ele sempre almoçava às onze.)
5.	She used to eat dinner late.	(Ela jantava tarde.)
	She'd always eat at ten.	(Ela sempre jantava às dez.)
6.	I used to stay home.	(Eu ficava em casa.)
	I'd stay with my son.	(Eu ficava com o meu filho.)
7.	He used to get up early.	(Ele levantava cedo.)
	He'd get up at six.	(Ele levantava às seis.)
8.	You used to arrive late.	(Você chegava tarde.)
	You'd arrive at nine.	(Você chegava às nove.)
9.	I used to stop in Florida.	(Eu parava na Flórida.)
	I'd stop in Miami.	(Eu parava em Miami.)
10.	She used to take the food.	(Ela levava a comida.)
	She'd always take sandwiches.	(Ela sempre levava sanduíches.)

Practice 2. (Recorded)

Now, learn how to participate in these question and answer exchanges without having to refer to the Portuguese.

1.	Would you [habitually] stay home?	(Você ficava em casa?)
	Yes, I would.	(Ficava, sim.)
2.	Would you [customarily] start at eight?	(Você começava às oito?)
	Yes, I would.	(Começava, sim.)
3.	Would you [customarily] study a lot?	(Você estudava muito?)
	Yes, I would.	(Estudava, sim.)
4.	Did you [habitually] rest on weekends?	(Você descansava nos fins de semana?)
	Yes, I did.	(Descansava, sim.)
5.	Did he [customarily] like the parties?	(Ele gostava das festas?)
	No, he didn't.	(Não, não gostava.)
6.	Did you [ordinarily] notice his accent?	(Você notava o sotaque dêle?)
	Yes, I did.	(Notava, sim.)
7.	Would she [usually] arrive late?	(Ela chegava tarde?)
	No, she wouldn't.	(Não, não chegava.)
8.	Would she (usually) go to bed late?	(Ela deitava tarde?)
	Yes, she would.	(Deitava, sim.)
9.	Did you use to live in Texas?	(Você morava no Texas?)
	Yes, she would.	(Morava, sim.)
10.	Did you use to take sandwiches?	(Você levava sanduíches?)
	No, I didn't.	(Não, não levava.)
11.	Would you buy the food?	(Você comprava a comida?)
	Yes, I would.	(Comprava, sim.)

12.	Would you prepare the food? No, I wouldn't.	(Você preparava a comida?) (Não, não preparava.)
13.	Would Spanish get in the way? Yes, it would.	(O espanhol atrapalhava?) (Atrapalhava, sim.)
14.	Would it suit to go to the mountains? Yes, it would.	(Dava para ir às montanhas?) (Dava, sim.)

Practice 3. (Recorded)

Be sure you can translate these pairs of sentences. Notice how easily sempre and nunca adapt themselves to these situations.

1.	He used to stop in Brasilia. He wouldn't stop in Recife.	(Ele parava em Brasília.) (Ele não parava em Recife.)
2.	He used to stay till ten. He would never stay later.	(Ele ficava até às dez.) (Ele nunca ficava até mais tarde.)
3.	She would always speak Portuguese. She wouldn't speak English.	(Ela sempre falava português.) (Ela não falava inglês.)
4.	She always used to go to bed early. She would never go to bed late.	(Ela sempre se deitava cedo.) (Ela nunca se deitava tarde.)
5.	I always used to get back late. I'd never get back early.	(Eu sempre voltava tarde.) (Eu nunca voltava cedo.)
6.	I wouldn't take a coke. I'd always take another soft drink.	(Eu não aceitava Coca-cola.) (Eu sempre aceitava outro refrigerante.)
7.	I didn't (use to) like the mountains. I always used to like the beach.	(Eu não gostava das montanhas.) (Eu sempre gostava da praia.)
8.	He'd never send a letter. He'd always send a card.	(Ele nunca mandava uma carta.) (Ele sempre mandava um cartão.)

22. So much for the I and he-forms. Now let's go on to the we-form. Here is the ending for the we-form.

( ) ( ) ( )

23. This ending has three syllables, the first one of which is stressed. Repeat as indicated; stress the first syllable.

( ) ( )x ( )x ( )x

24. Now let's put that ending on a verb and see what we have. Let's use the verb 'talk'.

( ) ( )x ( )x ( )x

25. That was the way you say 'we used to talk'. Now, here is the way you say 'we used to stay'.

( ) ( )x ( )x ( )x

26. And here is 'we used to arrive'.

( ) ( )x ( )x ( )x

27. So, how would you say 'we used to live'?

(morávamos)

Verify: ( )x ( )x

28. How would you say 'we used to like'?

(gostávamos)

Verify: ( )x ( )x

29. How about 'we used to take'? (levar)

(levávamos)

Verify: ( )x ( )x

30. And how about 'we used to spend'? (passar)

(passávamos)

Verify: ( )x ( )x

31. Now let's leave the we-form for a moment and go on to the they-form: Here is the ending for the they-form.

( ) ( )x ( )x

32. The last syllable of this ending is an unstressed, nasal diphthong that you are already familiar with.

( )x ( )x

33. Here is the whole ending again. Be sure to stress the first syllable, not the diphthong.

( ) ( )x ( )x

34. Now let's put that ending on the verb 'speak' in order to say 'they used to speak'.

( ) ( )x ( )x

35. Now put it on another verb and say 'they used to live'.

( ) ( )x ( )x

36. Here is the way you say 'they used to practice'.

( ) ( )x ( )x

37. Now that you have the pattern, what is the form for 'they used to work'?

(trabalhavam)

Verify: ( )x ( )x

38. What is the form for 'they used to take'? (tomar)

(tomavam)

Verify: ( )x ( )x

39. How do you say 'they used to rest'?

(descansavam)

Verify: ( )x ( )x

40. And how do you say 'they used to begin'?
(começavam)

Verify: ( )X ( )X

41. Notice this contrast between 'they speak' and 'they used to speak'.

a. falam ( )X ( )X 'they speak'
b. falavam ( )X ( )X 'they used to speak'

42. Here are more contrasts of the same sort, the difference between 'they do something' and 'they used to do something'.

(1) a. moram ( )X ( )X
b. moravam ( )X ( )X

(2) a. tomam ( )X ( )X
b. tomavam ( )X ( )X

(3) a. começam ( )X ( )X
b. começavam ( )X ( )X

(4) a. jantam ( )X ( )X
b. jantavam ( )X ( )X

(5) a. preparam ( )X ( )X
b. preparavam ( )X ( )X

(6) a. levantam ( )X ( )X
b. levantavam ( )X ( )X

(7) a. atrapalham ( )X ( )X
b. atrapalhavam ( )X ( )X

(8) a. deixam ( )X ( )X
b. deixavam ( )X ( )X

(9) a. mudam ( )x ( )x
b. mudavam ( )x ( )x

(10) a. aceitam ( )x ( )x
b. aceitavam ( )x ( )x

Observation

We have already indicated that the words 'used to' are only one possible way of thinking about these verb forms. Another useful way is the English word 'would'. Be not misled, however. The word 'would' serves several purposes in English. In the present context we are talking only about the 'would' which is the equivalent of 'used to', the 'would' that we frequently use when we are relating events that took place over and over again in the past. It is the 'would' that occurs in these sentences:

a. When I was a teenager I would go to bed much later than I do now.
b. I would always say 'good morning' to her but she would never even smile.
c. In those days we would ordinarily begin our day's work at 8:00.

In these instances we are talking about habitual, customary, oft-repeated or continual actions in the past. Sometimes we feel comfortable describing such actions with the phrase 'used to', and sometimes we feel just as comfortable, or more so, using the word 'would'. (Notice that you can substitute 'used to' for 'would' in the above sentences.) Both of these English terms are useful in thinking about the Portuguese verb forms that we are studying in this unit, for they too (the Portuguese forms) reflect customary, habitual, oft-repeated or continual actions in the past.

Sometimes it is a bit awkward to force the words 'used to' or 'would' into the English translation, even though it is clear from the context that this is indeed the sense of the Portuguese. You will see some evidence of this in the dialogs and exercises of this unit.

Practice 4. (Recorded)

Learn how to say these sentences without having to refer to the right hand column.

1.	They used to study a lot.	(Eles estudavam muito.)
	They would study all day.	(Eles estudavam o dia todo.)
2.	They would speak English.	(Eles falavam inglês.)
	They'd speak [it] well.	(Falavam bem.)
3.	They used to stop in Florida.	(Eles paravam na Flórida.)
	They'd stop in Miami.	(Paravam em Miami.)
4.	They'd arrive real late.	(Eles chegavam muito tarde.)
	They'd arrive after eleven.	(Eles chegavam depois das onze.)
5.	They used to live in Colorado.	(Eles moravam no Colorado.)
	They used to live in Denver.	(Moravam em Denver.)
6.	We used to live in New York.	(Nós morávamos em Nova York.)
	We used to live in Albany.	(Morávamos em Albany.)
7.	We used to begin real early.	(Nós começávamos bem cedo.)
	We'd begin at seven.	(Começávamos às sete.)
8.	We used to stay till late.	(Nós ficávamos até tarde.)
	We'd stay until one o'clock.	(Ficávamos até uma hora.)
9.	We would work a lot.	(Nós trabalhávamos muito.)
	We'd work day and night.	(Trabalhávamos dia e noite.)
10.	We would eat dinner at home.	(Nós jantávamos em casa.)
	We'd eat well.	(Jantávamos bem.)

Practice 5. (Recorded)

Now, learn how to say these sentences.

1.	We wouldn't stop in Baltimore.	(Nós não parávamos em Baltimore.)
	We'd stop in Philadelphia.	(Parávamos em Philadelphia.)
2.	We wouldn't speak English.	(Nós não falávamos inglês.)
	We'd speak Portuguese.	(Falávamos português.)
3.	We'd never get up late.	(Nós nunca levantávamos tarde.)
	We'd always get up at six.	(Nós sempre levantávamos às seis.)
4.	We'd never eat lunch there.	(Nós nunca almoçávamos lá.)
	We'd always eat lunch at home.	(Nós sempre almoçávamos em casa.)
5.	We'd never buy a Chevy.	(Nós nunca comprávamos Chevrolet.)
	We'd always buy a Ford.	(Sempre comprávamos um Ford.)
6.	They'd never eat dinner in the restaurant.	(Eles nunca jantavam no restaurante.)
	They'd always eat dinner at home.	(Sempre jantavam em casa.)
7.	They'd never arrive late.	(Eles nunca chegavam tarde.)
	They'd always arrive early.	(Sempre chegavam cedo.)
8.	They'd never stay in a hotel.	(Eles nunca ficavam num hotel.)
	They'd always stay here.	(Eles sempre ficavam aqui.)
9.	They wouldn't take a Coke.	(Eles não aceitavam Coca-cola.)
	They'd take another soft drink.	(Aceitavam outro refrigerante.)
10.	They didn't (use to) like Saturdays.	(Eles não gostavam dos sábados.)
	They liked Sundays.	(Eles gostavam dos domingos.)

Practice 6. (Recorded)

Practice asking and answering these questions.

1.	Did you use to speak Spanish? Yes, we did.	Os senhores falavam espanhol? Falávamos, sim.
2.	Did you use to return early? Yes, we did.	Os senhores voltavam cedo? Voltávamos, sim.
3.	Would you practice a lot? Yes, we would.	Os senhores praticavam muito? Praticávamos, sim.
4.	Would you stay at the Embassy? No, we wouldn't.	Os senhores ficavam na Embaixada? Não, não ficávamos.
5.	Would you drink coffee? No, we wouldn't.	Os senhores tomavam café? Não, não tomávamos.
6.	Did you [customarily] eat a a good lunch? Yes, we did.	Os senhores almoçavam bem? Almoçávamos, sim.
7.	Did you [usually] send cards? No, we didn't.	Os senhores mandavam cartões? Não, não mandávamos.
8.	Did you [ordinarily] go to bed early? Yes, we did.	Os senhores se deitavam cedo? Deitávamos, sim.

Part II

1. Recall the irregular formation of adjectives and nouns that end in stressed -al.

final	( )x	finais	( )x
canal	( )x	canais	( )x
normal	( )x	normais	( )x
local	( )x	locais	( )x
formal	( )x	formais	( )x
legal	( )x	legais	( )x
anual	( )x	anuais	( )x
federal	( )x	federais	( )x

2. Nouns that end in stressed -el (the open E) go through a similar process to form their plurals. The word 'hotel' is an example. First, repeat just the singular.

( ) ( )x ( )x

3. Now repeat the plural form, i.e., the equivalent of 'hotels'.

( ) ( )x ( )x

4. Here is the word for 'paper'. This is a new item for you.

( ) ( )x ( )x ( )x

5. Analogizing with the plural of 'hotel', how would you say the plural, 'papers'?

Verify: ( )x ( )x

6. Here is the word for 'ring', the kind you put on your finger. It too is a new word for you.

( ) ( )x ( )x

7. Again, by analogy, you should be able to say the plural form 'rings'. What is it?

Verify: ( )x ( )x

8. Here is the word for something very tasty, a kind of small pie, or turnover.

( ) ( )x ( )x

9. Generally, these small pastries are pretty good, and you will want to eat more than just one of them. When you want to tell the cook just how good they are, how are you going to put the word into the plural?

Verify: ( )x ( )x

10. Now, here are the above four items again. This time look at them as you are saying them.

hotel	( )x	hotéis	( )x
papel	( )x	papéis	( )x
anel	( )x	anéis	( )x
pastel	( )x	pastéis	( )x

11. Notice that the open E appears in the stressed syllable of these words. Notice, too, that this open E is retained in the plural where it is part of the stressed diphthong -Ei-.

hotéis ( )x ( )x
papéis ( )x ( )x
anéis ( )x ( )x
pastéis ( )x ( )x

12. Here are a few additional, less commonly heard words that follow the above pattern. Follow along visually below, and repeat these items as they are given to you.

A. First, just the singular forms.

(1)	pincel	( )x	( )x	'paint brush'
(2)	quartel	( )x	( )x	'barracks'
(3)	coronel	( )x	( )x	'colonel'
(4)	cascavel	( )x	( )x	'rattlesnake'
(5)	carrossel	( )x	( )x	'carrousel'

B. Now, the singular forms followed by the plural forms.

(1)	pincel	( )x	pincéis	( )x	( )x
(2)	quartel	( )x	quartéis	( )x	( )x
(3)	coronel	( )x	coronéis	( )x	( )x
(4)	cascavel	( )x	cascavéis	( )x	( )x
(5)	carrossel	( )x	carrosséis	( )x	( )x

13. Words ending in stressed -ol (open O) also have a diphthong in their plural endings. The only word that you have had thus far that ends in stressed -ol is the word for 'Spanish', which can be both adjective and noun.

espanhol ( )x ( )x

14. Espanhol is just the masculine form (the feminine is espanhola). Here is the masculine plural form, with the diphthong.

( ) ( )x ( )x ( )x

15. This is what it looks like:

espanhóis: ( )X ( )X

16. Thus, if you want to say 'They are Spanish', you will say:

Eles são espanhóis: ( )X ( )X

17. And, if you want to say 'Spanish restaurants', you will say:

restaurantes espanhóis ( )X ( )X

18. How would you say 'Spanish accents'?

(sotaques espanhóis)

Verify: ( )X ( )X

19. How about 'Spanish friends (masc.)?'

(amigos espanhóis)

Verify: ( )X ( )X

20. Other words that end in stressed -ol occur with somewhat less frequency in the language. Among them are the following two:

a. anzol ( )X ( )X 'fishing rod'
b. farol ( )X ( )X 'headlight'

21. Now, repeat the plural forms along with the singular.

a. anzol ( )X ( )X anzóis ( )X ( )X
b. farol ( )X ( )X faróis ( )X ( )X

22. So far we have taken care of the plural forms of words ending in stressed -al, -el and -ol. Is there a similar pattern for words ending in stressed -ul and stressed -il? For -ul, yes, there is. But the examples are few. The only one worth mentioning at this point is the adjective 'blue'. Here is the singular form.

azul ( ) ( )X ( )X ( )X

23. And here is the plural form.

azuis ( ) ( )X ( )X ( )X

24. Thus, is you want to say 'blue car', you will say it like this:

carro azul ( )x ( )x

25. And if you want to say the plural form, 'blue cars', you will say it like this:

carros azuis ( )x ( )x

26. How would you say the singular, 'blue book'.
(livro azul)

Verify: ( )x ( )x

27. How about the plural, 'blue books'?
(livros azuis)

Verify: ( )x ( )x

28. How would you say 'blue mountains'?
(montanhas azuis)

Verify: ( )x ( )x

29. This is the way you say 'the mountain is blue'.

A montanha é azul ( )x ( )x

30. How do you say 'The mountains are blue'?
(As montanhas são azuis)

Verify: ( )x ( )x

31. Do words that end in stressed -il follow the same pattern and have a diphthong in their plural forms? No, they do not. They simply change the l to s. Here are a few such words, first in their singular forms.

barril ( )x ( )x 'barrel'
civil ( )x ( )x 'civil'
gentil ( )x ( )x 'kind', 'polite'

32. This time repeat the singular and plural forms together.

barril ( )X ( )X barris ( )X ( )X

civil ( )X ( )X civis ( )X ( )X

gentil ( )X ( )X gentis ( )X ( )X

33. This is the way you say 'He is very kind (polite)':

Ele é muito gentil ( )X ( )X

34. How would you say 'They are very kind'?

(Eles são muito gentis)

Verify: ( )X ( )X

35. This is the phrase 'one barrel'.

um barril ( )X ( )X

36. How do you say 'three barrels'?

(três barris)

Verify: ( )X ( )X

Review Practice.

Repeat these singular and plural items as they are given to you on the tape.

1. pastel ( )X pastéis ( )X
2. anel ( )X anéis ( )X
3. formal ( )X formais ( )X
4. capital ( )X capitais ( )X
5. quartel ( )X quartéis ( )X
6. espanhol ( )X espanhóis ( )X
7. farol ( )X faróis ( )X
8. azul ( )X azuis ( )X
9. legal ( )X legais ( )X
10. civil ( )X civis ( )X
11. gentil ( )X gentis ( )X
12. hotel ( )X hotéis ( )X

DIALOG - Part I

Portuguese		English
	Yara	
Onde você mora?		Where do you live?
	Jack	
Eu moro em Alexandria.		I live in Alexandria.
	Yara	
antes		before, previously
Onde você morava antes?		Where did you (use to) live before?
	Jack	
Eu morava em Philadelphia.		I used to live in Philadelphia.
	Yara	
nascer		to be born
Você nasceu lá?		Were you born there?
	Jack	
nasci		(I) was born
a capital		the capital
Não, eu nasci em Harrisburg, a capital.		No, I was born in Harrisburg, the capital.

Part II

Yara

Onde é que você trabalhava, Frank?	Where did you use to work, Frank?

Frank

Londres	London
seção	section
política	political
Eu trabalhava em Londres na seção política.	I worked (use to work) in London, in the political section.

Yara

viajar	to travel
Você viajava?	Did you (customarily) travel?

Frank

aliás	actually, as a matter of fact
a Inglaterra	England
Viajava. Aliás, eu viajava muito, na Inglaterra mesma.	I did. As a matter of fact, I travelled a lot, in England itself.

Part III

Yara

Ana	Anna
Chinês	Chinese
Você sabe, Ana, que o Jorge falava Chinês muito bem?	Do you know, Anna, that George used to speak Chinese real well?

Jorge

Eu? Que Chinês? Eu não falava Chinês.	Me? What (do you mean) Chinese? I didn't use to speak Chinese.
inventar	to invent
cada	each
Você inventa cada uma!	You invent the darnedest things! (Literally, You invent each one!)

Expansion Exercise 1. (Recorded)

This is additional practice with the verb viajar. Repeat these items as they are given to you on the tape.

Present

1. Você viaja muito?
2. Vocês viajam amanhã?
3. Nós não viajamos hoje, viajamos amanhã.
4. Quem viaja mais, você ou ele?
5. Eu não viajo nada.
6. Quando é que a senhora viaja? No sábado?

Past

7. Eles viajaram para o Brasil ontem.
8. Eu já viajei pela Pan American. Gostei muito.
9. Você viajou pela Varig?
10. Nós já viajamos três vezes ao Rio. Que cidade!
11. Quem viajou com vocês?

Neutral form

12. Quem quer viajar com êle?
13. Nós só vamos viajar segunda-feira.
14. Eu não vou viajar de carro. É longe.
15. Eles também pretendem viajar domingo?

Expansion Exercise 2. (Recorded)

Note well these instances of the use of aliás. Repeat first the part of the utterance that precedes the word aliás, then repeat the part that begins with the word.

1. Eu me levanto cedo; aliás, eu me levanto às seis e meia.
2. Eu não quero comer estes sanduiches; aliás, eu não estou com fome.
3. Acho que êle sai amanhã; aliás, eu tenho certeza.
4. Ele vai viajar pela Braniff; aliás, ele já reservou as passagens.

5. O professor Ferreira dá muitas provas; aliás, ele vai dar uma hoje.
6. O sanduíche é bom, viu? Aliás, é ótimo.
7. Você tem razão; aliás, você sempre tem razão.

Expansion Exercise 3.

Note well these examples of the exclamation Que used in the approximate sense of what do you mean? In each instance it should be easy to imagine that the speaker is disputing something that has just been said.

(with a noun)

1. Que Chinês! Eu não falo Chinês.
2. Que festa! Eu não vou dar uma festa.
3. Que sanduíches! Eu não vou levar sanduíches, viu?
4. Que Coca-cola! Aqui a gente não bebe Coca-cola.
5. Que feriado! Amanhã não é feriado.
6. Que notícias dele! Eu não recebi notícias dele.
7. Que filha! Ele não tem filha, viu?

(with an adjective)

8. Que espanhol! Ele é brasileiro.
9. Que velha! Ela não é velha!
10. Que solteira! Ela é casada.

(with a verb)

11. Que parar na Flórida! Eu não vou parar na Flórida.
12. Que fazer um passeio! Eu quero descansar, viu?
13. Que levar sanduíches! Nós vamos comer num restaurante.
14. Que preparar o diálogo! Hoje é sábado, viu?
15. Que passou bem a noite! Eu não dormi nada.
16. Que mandar um cartão! Eu vou escrever uma carta.
17. Que viajar pela Braniff! Eu vou viajar pela VARIG, viu?
18. Que moramos em Washington! Nós moramos em Maryland.
19. Que nasceu na Virginia! Eu nasci na Pennsylvania.
20. Que trabalhava em Londres! Ela trabalhava em Bonn.
21. Que está resfriado! Eu estou cansado só.
22. Que caiu no sono! Eu estou acordado, viu? Você inventa cada uma!

APPLICATIONS

Be prepared to participate in these brief interchanges either with your teacher or a follow student.

1. A. Você falava espanhol?
   B. Falava. Eu morava em Caracas.

2. A. Os senhores moravam na África?
   B. Morávamos. Nós trabalhávamos na embaixada em Cairo.

3. A. Eu nasci em Harrisburg.
   B. Mesmo? A minha senhora nasceu perto de lá.

4. A. Eu sou de Albany. Eu nasci lá.
   B. Mesmo? Eu trabalhava lá.

5. A. A Yara falava francês (French) bem, mas ela já esqueceu muito.
   B. Eu também falava. Mas agora falo bem pouco.

6. A. Eu passava muitos fins de semana em Chicago. Eu trabalhava em Gary.
   B. Mesmo? Eu conheço bem a cidade. Eu sou de lá.

7. A. Quando nós morávamos em Londres, nós jantávamos tarde.
   B. E agora?
   A. Agora nós jantamos cedo, lá pelas seis.

8. A. Quando eu morava em N.Y. eu levantava cedo.
   B. E agora?
   A. Agora eu levanto tarde, lá pelas oito.

9. A. Você trabalhava muito, não é?
   B. Trabalhava. Eu ficava na Embaixada até às sete e só chegava em casa às oito.

10. A. A que horas os senhores começavam o dia?
B. Nós começávamos às oito e quarenta e cinco, mais ou menos.

11. A. Das nove até às dez você sempre estudava?
B. Não. Eu descansava. Não gostava de estudar a essa hora.

12. A. Não dava para ir às montanhas?
B. Não dava. Nós sempre ficávamos na cidade.

13. A. Você falava espanhol bem?
B. Não. O francês sempre atrapalhava.

14. A. Você levava sanduíches?
B. Levava. Eu não gostava da comida do restaurante.

15. A. Eu voltava da praia cedo.
B. E eu ficava até bem tarde. Eu gostava tanto!

16. A. Eu praticava francês com ela.
B. Ela falava bem?
A. Falava. Ela nasceu em Paris, viu?

UNIT 22

In the last unit we dealt with the concepts of 'used to' and/or 'would' in -ar type verbs. In this unit we will deal with these concepts in -er and -ir type verbs.

1. Listen to these verb forms.
   a. ( ) ( )
   b. ( ) ( )
   c. ( ) ( )
   d. ( ) ( )
2. You may recognize the stems of these verbs but you probably do not recognize their ending. Here is the ending. Listen and repeat.

   ( ) ( )x ( )x ( )x
3. Now let's attach this ending to the stems of four verbs, as we did in frame 1, above. This time you should repeat.
   a. ( )x ( )x
   b. ( )x ( )x
   c. ( )x ( )x
   d. ( )x ( )x
4. Now let's attach the ending to four more verbs. Listen and repeat.
   a. ( ) ( )x ( )x
   b. ( ) ( )x ( )x
   c. ( ) ( )x ( )x
   d. ( ) ( )x ( )x
5. The ending that we have been dealing with looks like this in print: -ia.

   ( )x ( )x ( )x
6. It can be attached to the stem of -er type verbs.
   a. ( )x ( )x
   b. ( )x ( )x
   c. ( )x ( )x
   d. ( )x ( )x

7. It can also be attached to the stem of -*ir* type verbs.
a. (   )x   (   )x
b. (   )x   (   )x
c. (   )x   (   )x
d. (   )x   (   )x

8. This is what the four -*er* type verbs in frame 6 look like with this ending attached.
a. Stem *beb*- plus ending -*ia* = *bebia*
b. Stem *com*- plus ending -*ia* = *comia*
c. Stem *escrev*- plus ending -*ia* = *escrevia*
d. Stem *receb*- plus ending -*ia* = *recebia*

9. Now, repeat again.
a. bebia: (   )x   (   )x
b. comia: (   )x   (   )x
c. escrevia: (   )x   (   )x
d. recebia: (   )x   (   )x

10. This is what the four -*ir* type verbs in frame 7 look like with this ending attached.
a. Stem *dorm*- plus ending -*ia* = *dormia*
b. Stem *repet*- plus ending -*ia* = *repetia*
c. Stem *dirig*- plus ending -*ia* = *dirigia*
d. Stem *abr*- plus ending -*ia* = *abria*

11. Now, repeat again.
a. dormia: (   )x   (   )x
b. repetia: (   )x   (   )x
c. dirigia: (   )x   (   )x
d. abria: (   )x   (   )x

12. The -*ia* ending signifies 'used to' or 'would' for -*er* and -*ir* type verbs, just as -*ava* does for -*ar* type verbs. Thus the form *comia* can be translated as 'used to eat' or 'would eat' and the form *dormia* can be translated as 'used to sleep' or 'would sleep'.

13. How would you translate this form? Listen.

( ) ( )

(used to/would eat)

14. How would you translate this form?

( ) ( )

(used to/would write)

15. How about this form?

( ) ( )

(used to/would open)

16. And this form?

( ) ( )

(used to/would repeat)

17. And this one?

( ) ( )

(used to/would drive)

18. And this one?

( ) ( )

(used to/would receive)

19. Here are the neutral forms of many of the -*er* and -*ir* type verbs that you have learned so far. Run through this list *aloud*, with the tape, to refresh your memory and also to prepare yourself for the frames that follow.

comer ( )x
beber ( )x
escrever ( )x
esquecer ( )x
chover ( )x
saber ( )x
receber ( )x
fazer ( )x
conhecer ( )x
acontecer ( )x
ler ( )x

dormir ( )x
repetir ( )x
dirigir ( )x
abrir ( )x
preferir ( )x
sentir ( )x
sair ( )x
cair ( )x
ir ( )x

20. Now, we will take just the -er type verbs from the above list and we will practice them in their 'used to/would' forms.

a. comia ( )x ( )x
b. bebia ( )x ( )x
c. escrevia ( )x ( )x
d. esquecia ( )x ( )x
e. chovia ( )x ( )x
f. sabia ( )x ( )x
g. recebia ( )x (
h. fazia ( )x ( )x
i. conhecia ( )x ( )x
j. acontecia ( )x ( )x

21. The 'used to/would' form for ler ('read') may seem strange to you since it is so short.

lia ( )x ( )x

22. However, this form follows the same pattern as the others: the stem l- is followed by the ending -ia.

lia ( )x ( )x

23. Now we will take the -ir type verbs from the above list and we will practice saying their 'used to/would' forms.

a dormia ( )x ( )x
b. repetia ( )x ( )x
c. dirigia ( )x ( )x
d. abria ( )x ( )x
e. preferia ( )x ( )x
f. sentia ( )x ( )x
g. saía ( )x ( )x
h. caía ( )x ( )x
i. ia ( )x ( )x

24. If items (g) and (h) seem a bit strange to you it is only because of their stems. Their stems are relatively short, and they end in a vowel. The stems are sa- and ca-.

sa-ía ( )x ( )x
ca-ía ( )x ( )x

25. Item (i) may seem to lack a stem, and perhaps it does, but the form is complete. It is the 'used to/would' form for the verb ir. (When you remove the ir portion to look for a stem, you realize immediately that there is nothing left. No stem to attach ia to. So the ending ia becomes the whole form.)

ia ( )x ( )x

26. The forms that we have been practicing are both I-forms and he-forms. The form dormia, for example, is the form that is called for when you want to say 'I used to/would sleep' and it is also the form that is called for when you want to say 'He' or 'You' or 'Maria' or 'the Ambassador used to/would sleep'.

Practice I (Recorded)

Learn how to say these short, paired sentences. The Portuguese is in parenthesis.

1. I used to eat a lot. (Eu comia muito.)
2. I would eat everything. (Eu comia tudo.)

3. I used to leave early. (Eu saía cedo.)
4. I would leave at six. (Eu saía às seis.)

5. He used to sleep a lot. (Ele dormia muito.)
6. He would sleep 10 hours. (Ele dormia dez horas.)

7. He used to fall asleep early. (Ele caía no sono cedo.)
8. He would fall asleep at nine. (Ele caía no sono às nove.)

9. She used to read a lot. (Ela lia muito.)
10. She would read until midnight. (Ela lia até a meia-noite.)

11. It used to rain a lot there. (Chovia muito lá.)
12. It would rain every day. (Chovia todos os dias.)

13. He used to drive a lot. (Ele dirigia muito.)
14. He would drive every day. (Ele dirigia todos os dias.)

15. He used to go to the movies a lot. (Ele ia muito ao cinema.)
16. He'd go everyday. (Ele ia todos os dias.)

Practice II (Recorded)

Now, be sure you can say these pairs of sentences. The Portuguese is to the right.

1. John wouldn't go to the beach. (João não ia à praia.)

   He'd go to the mountains. (Ele ia às montanhas.)

2. I wouldn't drink coke. (Eu não bebia Coca-cola.)

   I'd drink other soft drinks. (Eu bebia outros refrigerantes.)

3. I wouldn't read 'The News'. (Eu não lia 'The News'.)

   But I would always read 'The Post'. (Eu sempre lia 'The Post'.)

4. Jorge wouldn't go out with Yara. (Jorge não saía com a Yara.)

   But he would always go out with Sandra, yes, indeed! (Mas ele saía com a Sandra, claro!)

5. Yara wouldn't go through (por) Brasilia. (A Yara não ia por Brasília.)

   She'd go directly to Rio. (Ela ia diretamente ao Rio.)

6. He wouldn't forget just his book. (Ele não esquecia só o livro.)

   He'd forget everything. (Ele esquecia tudo.)

7. The holiday wouldn't fall on Monday. (O feriado não caía na segunda.)

   It would fall on the weekend. (Caía no fim de semana.)

Practice III. (Recorded)

Now make sure you can say these. Notice how easily the words 'always' and 'never' fit into these situations.

1. I always used to leave early. (Eu sempre saía cedo.)

   My wife would never leave early. (Minha senhora nunca saía cedo.)

2.	I used to always sleep late.	(Eu sempre dormia até tarde.)
	My son would never sleep late.	(O meu filho nunca dormia até tarde.)
3.	I would always forget.	(Eu sempre esquecia.)
	Yara would never forget.	(A Yara nunca esquecia.)
4.	I would always drink Coke.	(Eu sempre bebia Coca-cola.)
	Yara would never drink Coke.	(A Yara nunca bebia Coca-cola.)
5.	I always used to receive a letter.	(Eu sempre recebia uma carta.)
	Yara would never receive a letter.	(A Yara nunca recebia uma carta.)
6.	I would always go downtown.	(Eu sempre ia ao centro.)
	Yara would never go downtown.	(A Yara nunca ia ao centro.)
7.	I always used to do that.	(Eu sempre fazia isso.)
	Yara never used to do that.	(A Yara nunca fazia isso.)

Practice IV. (Recorded)

Do this question and answer practice either with your teacher or with a fellow student. This type of practice is designed for you to take the English of one column and put it into Portuguese while your partner does the same thing with the other column. Each of you can easily check the translation of the other by referring to your own column. When finished, trade columns with your partner.

	A	B
1.	Did you use to eat a lot?	(Você comia muito?)
	(Comia, sim.)	Yes, I did.

2.	Did you use to go out with Yara?	(Você saía com Yara?)
	(Saía, sim.)	Yes, I did.
3.	Did you use to know Sandra?	(Você conhecia a Sandra?)
	(Conhecia, sim.)	Yes, I did.
4.	Would you sleep till noon?	(Você dormia até o meio-dia?)
	(Dormia, sim.)	Yes, I would.
5.	Would you read till midnight?	(Você lia até a meia-noite?)
	(Lia, sim.)	Yes, I would.
6.	Would you take a drive?	(Você fazia um passeio?)
	(Fazia, sim.)	Yes, I would.
7.	Would John forget?	(O João esquecia?)
	(Esquecia, sim.)	Yes, he would.
8.	Would Barbara go on Varig?	(A Barbara ia pela Varig?)
	(Ia, sim.)	Yes, she would.
9.	Would Sonia drink coffee?	(A Sonia bebia café?)
	(Bebia, sim.)	Yes, she would.
10.	Would it rain a lot?	(Chovia muito?)
	(Chovia, sim.)	Yes, it would.

27. Now let's examine the we-form. Here is the ending for the we-form.

( ) ( )x ( )x

28. Here are several examples of the we-form.

a. ( ) ( )x ( )x
b. ( ) ( )x ( )x
c. ( ) ( )x ( )x
d. ( ) ( )x ( )x

29. Here are the same examples in print. Repeat again.

a. dormíamos: ( )x ( )x
b. repetíamos: ( )x ( )x
c. comíamos: ( )x ( )x
d. bebíamos: ( )x ( )x

30. So, how would you say 'we used to eat'?
(comíamos)
Verify: ( )x

31. How would you say 'we used to repeat'?
(repetíamos)
Verify: ( )x

32. How would you say 'we used to receive'?
(recebíamos)
Verify: ( )x

33. How about 'we used to know? (conhecer)
(conhecíamos)
Verify: ( )x

34. And how about 'we used to leave'? (sa-ir).
(saíamos)
Verify: ( )x

35. How would you say 'we used to read'? (l-er)
(líamos)
Verify: ( )x

36. Now let's look at the they-form. Here is just the ending for the they-form. Do not repeat yet.
( ) ( )

37. Here are several examples of the they-form. Do not repeat yet.
a. ( ) ( )
b. ( ) ( )
c. ( ) ( )
d. ( ) ( )

38. The ending for these forms is composed of the stressed vowel i plus the unstressed diphthong ão. Standard spelling doesn't show us everything that we would like it to show us, so with a view towards good pronunciation let us temporarily visualize this ending as follows:

í + ão = íão

39. Repeat this sequence from the tape.

(ɩ)x (ɩ)x

(ə̃o)x (ə̃o)x

Slowly: (ɩ ə̃o)x (ɩ ə̃o)x

Normal: (ɩə̃o)x (ɩə̃o)x

40. This is what the ending looks like in standard spelling. Repeat as you just did.

iam: ( )x ( )x ( )x

41. Now repeat the following they-forms from the tape.

a. ( )x ( )x

b. ( )x ( )x

c. ( )x ( )x

d. ( )x ( )x

42. Here are the same four forms in print. Repeat again.

a. dormiam ( )x ( )x

b. repetiam ( )x ( )x

c. comiam ( )x ( )x

d. bebiam ( )x ( )x

43. What is the form for 'they used to/would sleep'?

(dormiam)

Verify: ( )x

44. What is the form for 'they used to/would eat'?

(comiam)

Verify: ( )x

45. What is the form for 'they used to/would open'?

(abriam)

Verify: ( )x

46. How about the form for 'they used to know'? (Neutral form = saber)

(sabiam)

Verify: ( )x

47. How about the form for 'they used to do, or make'?
(Neutral form = fazer)

(faziam)

Verify: ( )x

48. How about 'they would write'?
(Neutral form = escrever)

(escreviam)

Verify: ( )x

49. And, finally, what is the form for 'they would leave'?
(Neutral form = sair)

(saíam)

Verify: ( )x

Practice V. (Recorded)

Learn how to say the following short sentences.

1.	They used to sleep a lot.	(Eles dormiam muito.)
	They would sleep until noon.	(Eles dormiam até o meio-dia.)
2.	They used to eat a lot.	(Eles comiam muito.)
	They would eat all day.	(Eles comiam o dia todo.)
3.	They used to go out a lot.	(Eles saíam muito.)
	They would go out together.	(Eles saíam juntos.)
4.	We used to go to the beach.	(Nós íamos à praia.)
	We would go there every day.	(Nós íamos lá todos os dias.)
5.	We used to get lots of news about him.	(Nós recebíamos muitas notícias dele.)
	We would get news every day.	(Nós recebíamos notícias todos os dias.)
6.	We used to drink lots of coffee.	(Nós bebíamos muito café.)
	We would drink [it] every day.	(Nós bebíamos todos os dias.)

Practice VI.

Now learn how to say these sentences which utilize negatives and 'always' and 'never'.

1.	We used to go directly to New York.	(Nós íamos diretamente a Nova York.)
	We wouldn't go through (por) Philadelphia.	(Nós não íamos por Filadelphia.)
2.	We used to always read 'O Jornal'.	(Nós sempre líamos 'O Jornal'.)
	We would never read 'The Post'.	(Nós nunca líamos 'The Post'.)
3.	They would always go to the mountains.	(Eles sempre iam às montanhas.)
	They would never go to the beach.	(Eles nunca iam à praia.)
4.	They would always open late.	(Eles sempre abriam tarde.)
	They would never open until ten.	(Eles nunca abriam até às dez.)
5.	They would always drink coffee.	(Eles sempre bebiam café.)
	They would not drink Coke.	(Eles não bebiam Coca cola.)
6.	We always used to leave at noon.	(Nós sempre saíamos ao meio-dia.)
	We would never leave earlier.	(Nós nunca saíamos mais cedo.)
7.	They would always eat at home.	(Eles sempre comiam em casa.)
	They would never eat in a restaurant.	(Eles nunca comiam num restaurante.)

Practice VII (Recorded)

Practice these questions and answers so that you can do them in class without reference to the printed Portuguese. In this practice 'you' = os senhores.

1. Did you use to sleep late?	(Os senhores dormiam até tarde?)
- - - Yes, we did.	(Dormíamos, sim.)
2. Did you use to go out a lot?	(Os senhores saíam muito?)
- - - No, we didn't.	(Não, não saíamos.)
3. Would you eat in the restaurant across the street?	(Os senhores comiam no restaurante em frente?)
- - - Yes, we would.	(Comíamos, sim.)
4. Would you go on Pan Am?	(Os senhores iam pela Pan Am?)
- - - No, we wouldn't.	(Não, não íamos.)
5. Did you (use to) know his daughter?	(Os senhores conheciam a filha dele?)
- - - Yes, we did.	(Conhecíamos, sim.)
6. Would you go to the movies?	(Os senhores iam ao cinema?)
- - - No, we wouldn't.	(Não, não íamos.)
7. Did you (use to) write lots of letters?	(Os senhores escreviam muitas cartas?)
- - - Yes, we did.	(Escrevíamos, sim.)

DIALOG

In this unit we are presenting not one dialog but rather a series of two line exchanges, all of which start out pretty much the same way. You are to work them all in the usual way then pick any that may be applicable to you and make them a part of you. We hope that by this time you feel free to check with your instructor or perhaps a dictionary for limited, additional vocabulary that you need in order to adapt the materials we give you to your own personal circumstances.

Portuguese	English
Exchange No. 1	
Professor	
fazia	used to do
Eduardo	Edward
O que é que você fazia antes, Eduardo?	What did you use to do, Eduardo?
Eduardo	
a empresa	company, firm
particular	private
Eu trabalhava para uma empresa particular.	I used to work for a private company.
vendia (neutral form = vender)	used to sell
os seguros	insurance
Eu vendia seguros.	I sold (used to sell) insurance.

Exchange No. 2

Professor

Marcos	Mark
O que é que você fazia lá em Buffalo, Marcos?	What did you use to do there in Buffalo, Mark?

Marcos

local	local
Eu escrevia para um jornal local.	I used to write for a local newspaper.

Exchange No. 3

Professor

Lúcia Barnes	Lucy Barnes
O que é que a senhora fazia em Minnesota, dona Lúcia?	What did you use to do in Minnesota, Miss Barnes?

Dona Lúcia

era[1]	was, used to be
ensinava (neutral form = ensinar)	used to teach
a história	history
Eu era professora. Eu ensinava história.	I used to be a teacher. I taught history.

Exchange No. 4

Professor

Ricardo	Richard
a Alemanha	Germany
O que é que você fazia na Alemanha, Ricardo?	What did you use to do in Germany, Dick?

---

[1] Era is the 'used to/would' form for ser. Its shape is irregular. Often the most convenient English equivalent is simply 'was'.

Ricardo

o funcionário	officer
consular	consular
Eu era funcionário da Seção Consular.	I was an officer in the Consular Section.

Exchange No. 5

Professor

o departamento	department
Angela	Angela
O que é que você fazia no Departamento de Estado, Angela?	What did you do (used to do) in the State Department, Angela?

Angela

a secretária	secretary
batia (neutral form = bater)	used to beat (type)
a máquina	machine (typewriter)
Eu era secretária. Eu batia cartas à máquina o dia todo.	I was a secretary. I'd type letters all day long.

Exchange No. 6

Professor

Inês	Inez
O que é que vocês faziam nos fins de semana, Inês?	What would you do on weekends, Inez?

Inês

às vezes	at times
fora	out (side)
Nós íamos à praia e às vezes comíamos fora.	We would go to the beach and at times we'd eat out.

EXPANSION EXERCISES

Common Names

First, review the following common names, all of which have already appeared in this book. Repeat aloud as you follow along with the tape.

Male	Female
Paulo	Yara
José	Maria
Roberto	Sandra
João	Sonia
Jorge	Bárbara
Geraldo	Luísa
Eduardo	Lúcia
Marcos	Ângela
Ricardo	Inês
Luís	Glória
Carlos	Ana

Expansion Exercise 1 (Recorded)

Here are several more common names that you will run across sooner or later. Since these are new, they are recorded twice each. Repeat aloud.

Male	Female
Sérgio	Tânia
Antônio	Vânia
Gustavo	Carmen
Cláudio	Lourdes
Henrique	Margarida
Alberto	Regina
Emílio	Cláudia
Mário	Beatriz
Fernando	Raquel, Rachel
Sebastião	Denise

Francisco	Alice
Jaime	Marli
Ernesto	Rosa
Júlio	Vera
Leonardo	Cristina
Afonso	Helena

Expansion Exercise 2 (Recorded)

Many times given names appear in pairs. Repeat the following common combinations.

Female	Male
Ana Maria	Luís Sérgio
Maria Lúcia	Afonso Henrique
Ana Helena	João Carlos
Regina Lúcia	Francisco José
Vera Maria	Carlos Fernando
Teresa Cristina	Luís Antônio
Maria Helena	José Luís
Maria Luisa	Antônio Jorge
Maria Teresa	José Carlos

Expansion Exercise 3 (Recorded)

Here are some opportunities to use some additional forms of the verb vender. Practice saying these short sentences until you can translate them easily from the English.

I.	A.	O senhor vai vender o seu carro?	Are you going to sell your car?
	B.	Eu já vendi.	I already sold it.
	A.	Quando o senhor vendeu?	When did you sell it?
	B.	Vendi ontem.	I sold it yesterday.
II.	A.	Nós já vendemos a casa.	We already sold our house.
	B.	Quando é que os senhores venderam?	When did you sell it?
	A.	Vendemos segunda-feira.	We sold it Monday.

III.	A.	Luís vendia seguros.	Luis used to sell insurance.
	B.	Júlio vendia carros.	Júlio used to sell cars.
	C.	E eu, quando era menino, vendia jornais.	And I, when I was a lad, used to sell newspapers.

APPLICATIONS (Recorded)

Be prepared to do this practice with another student or with your teacher. Each of you should take a column for your own and work within that column. As you transpose the English of your column into Portuguese you can also be checking the Portuguese responses being given by your partner.

1.	What did you [use to] do in London?	(O que é que o senhor fazia em Londres?)
	(Eu era funcionário da Seção Consular.)	I was an officer in the Consular Section.
2.	(O que é que o senhor fazia na Embaixada?)	What did you [use to] do in the Embassy?
	I worked in the Political Section.	(Eu trabalhava na Seção Política.)
3.	What did you [use to] do in Florida?	(O que é que a senhora fazia na Flórida?)
	(Eu ia à praia todos os dias.)	I'd go to the beach everyday.
4.	(O que é que a senhora fazia em Buffalo?)	What did you [use to] do in Buffalo?
	I was a teacher. I taught.	(Eu era professora. Eu ensinava.)

5.	What did you [use to] do in the office?	(O que é que o senhor fazia no escritório?)
	(Eu fazia tudo. Trabalhava o dia todo.)	I would do everything. I'd work all day.
6.	(O que é que o senhor fazia nos fins de semana?)	What did you [use to] do on weekends?
	I wouldn't do anything. I'd rest.	(Eu não fazia nada. Eu descansava.)
7.	Mario was an Embassy official.	(O Mário era funcionário da Embaixada.)
	(O que é que ele fazia?)	What did he do?
	He worked [used to] in the Political Section.	(Trabalhava na Seção Política.)
8.	(O senhor Watson era professor.)	Mr. Watson used to be a teacher.
	Where did he [use to] teach?	(Onde ele ensinava?)
	(Ensinava em Cornell.)	He taught at Cornell.
9.	Marcos was a teacher.	(O Marcos era professor.)
	(O que é que ele ensinava?)	What did he [use to] teach?
	He taught history.	(Ele ensinava história.)
10.	Alice was a secretary.	(Alice era secretária.)
	(O que é que ela fazia?)	What did she do?
	She'd type all day.	(Ela batia à máquina o dia todo.)

11.	(Raquel era secretária. Ela trabalhava na Seção Consular.)	Raquel was a secretary. She used to work in the Consular Section.
	Did she [customarily] speak Spanish?	(Ela falava espanhol?)
	(Falava, sim.)	Yes, she did.
12.	Tania used to be a secretary too. She worked in Brazil.	(Tânia era secretária também. Ela trabalhava no Brasil.)
	(Ela gostava?)	Did she [use to] like it?
	Yes, she did.	(Gostava, sim.)
13.	(Eu era professor. Eu ensinava em Denver.)	I used to be a teacher. I taught in Denver.
	Did you like it?	(Você gostava?)
	(Não, não gostava.)	No, I didn't.
14.	I used to work for a private company.	(Eu trabalhava para uma empresa particular.)
	(O que é que você fazia?)	What did you [use to] do?
	I was the president.	(Eu era o presidente.)
15.	He used to be good. (E ele ainda é, viu?)	(Ele era bom.) And he still is!
16.	(Ele era solteiro.) And he still is!	He was a bachelor. (E ele ainda é, viu?)
17.	His English used to be terrible.	(O inglês dele era péssimo.)
	(E ainda é, viu?)	And it still is!

18.	(O português dela era ótimo.)	Her Portuguese was great.
	And it still is!	(E ainda é, viu?)
19.	Sergio was a sleepyhead.	(Sergio era dorminhoco.)
	(E ele ainda é, viu?)	And he still is!
20.	(Alberto era casado.)	Albert was married.
	And he still is!	(E ainda é, viu?)

UNIT 23

1. In the last unit where we were continuing our presentation of the 'used to/would forms, you learned the irregular form era. We noted at that time that this form is commonly translated as 'was'. Repeat these examples.

Ele era americano. ( )x ( )x
Eu era solteiro. ( )x ( )x
Ela era casada. ( )x ( )x

2. The form era is both the I-form and the he-form.

Eu era professor. ( )x ( )x
Ele era funcionário. ( )x ( )x

3. Here is the we-form. (Translation: 'used to be', or 'were')

éramos ( )x ( )x

4. Here it is preceded by the pronoun nós.

nós éramos ( )x ( )x

5. So, this is the way you would say 'We were single'.

Nós éramos solteiros. ( )x ( )x

6. And this is the way you would say 'We were officers'.

Nós éramos funcionários. ( )x ( )x

7. How would you say 'We were secretaries'?

(Nós éramos secretárias)

Verify: ( )x ( )x

8. And how would you say 'We were Americans'?

(Nós éramos americanos)

Verify: ( )x ( )x

9. Now, here is the they-form. (Translation: 'used to be', or 'were')

eram ( )x ( )x

10. Here it is preceded by several appropriate pronouns.

eles eram ( )x ( )x
elas eram ( )x ( )x
vocês eram ( )x ( )x
os senhores eram ( )x ( )x

11. So, this is the way you might say 'They were single'.

Eles eram solteiros. ( )x ( )x

12. And this is the way you might say 'They were great'.

Eles eram ótimos. ( )x ( )x

13. How would you say 'They were Americans'?
(Eles eram americanos)

Verify: ( )x ( )x

14. How would you say 'They were Brazilians'?
(Eles eram brasileiros)

Verify: ( )x ( )x

15. And how would you say 'They were from Rio'?
(Eles eram do Rio)

Verify: ( )x ( )x

16. This is a good time to introduce another irregular form, the form which corresponds to 'used to have', or 'would have'. (The neutral form is ter.)

tinha ( )x ( )x ( )x

17. This form is both the I-form and the he-form. Repeat.

eu tinha ( )x ( )x
ele tinha ( )x ( )x
você tinha ( )x ( )x
José tinha ( )x ( )x

18. Notice the contrast between the present tense form, 'I have', and this new form, 'I used to have'.

a. eu tenho ( )x ( )x
b. eu tinha ( )x ( )x

19. This is the way you would say 'I used to have *[a] Chevrolet'.

Eu tinha Chevrolet. ( )x ( )x

20. And this is the way you would say 'She used to have *[a] Ford'.

Ela tinha Ford. ( )x ( )x

21. How would you say 'She used to have [a] house'?
(Ela tinha casa)

Verify: ( )x ( )x

22. How would you say 'You used to have [an] accent'?
(Você tinha sotaque)

Verify: ( )x ( )x

23. How would you say 'I used to have two cars'?
(Eu tinha dois carros)

Verify: ( )x ( )x

24. Now, what do you suppose is the we-form of this verb? Venture a guess, then check the tape to see if you are right.

( )x ( )x ( )x

You were right, right?

*Under some circumstances it is normal to use the indefinite article and say Eu tinha um Chevrolet (Ford). Do not be concerned right now about the presence or absence of the article.

25. Here is the we-form preceded by the pronoun nós.

nós tínhamos ( )x ( )x ( )x

26. So, then, this is the way you will say 'We used to have two cars'.

Nós tínhamos dois carros. ( )x ( )x

27. And here is the way you will say 'We used to have a good view'.

Nós tínhamos uma vista boa. ( )x ( )x

28. How would you say 'We used to have a marvelous view'?

(Nós tínhamos uma vista maravilhosa)

Verify: ( )x ( )x

29. Remember that the Portuguese equivalent of 'to be right' is 'to have reason'. So, how would you say 'We were always right', i.e. 'We always had reason'?

(Nós sempre tínhamos razão)

Verify: ( )x ( )x

30. How would you say 'We were always sure'? (Literally, 'we always had certainty.)

(Nós sempre tínhamos certeza)

Verify: ( )x ( )x

31. What do you suppose is the they-form? Venture a guess, then check the tape for verification.

( )x ( )x ( )x

You were right again, weren't you?

32. Here is the they-form preceded by two pronouns.

eles tinham ( )x ( )x

elas tinham ( )x ( )x

33. So, this is the way you will say 'They used to have [a] Ford'.

Eles tinham Ford. ( )x ( )x

34. And this is the way you will say 'They always used to be right.' (be right = have reason)

Eles sempre tinham razão. ( )x ( )x

35. How would you say 'They always used to be sure'? (be sure = have certainty)

(Eles sempre tinham certeza)

Verify: ( )x ( )x

36. And how would you say 'They used to have two houses'?

(Eles tinham duas casas)

Verify: ( )x ( )x

37. Now let's go back several units to look at one of the forms that is regular in its shape, the form estava. Do you remember it in this phrase?

Eu estava com tanta pressa 'I was in such a hurry'

38. Repeat:

Eu estava com tanta pressa ( )x ( )x

39. The form estava is from the infinitive estar 'to be'. Like era, which comes from the infinitive ser, estava also translates as 'used to be', or, frequently, 'was'.

40. Repeat the following phrases from the tape.

1. I was hungry. ( )x ( )x
2. I was sleepy. ( )x ( )x
3. I was tired. ( )x ( )x

41. Estava is also the he-form. Repeat these phrases from the tape.

    1. He was hungry. ( )x ( )x
    2. He was sleepy. ( )x ( )x
    3. He was tired. ( )x ( )x

42. Can you guess what the 'we-form' is? Try it, then check the tape for confirmation.

    ( ) ( )x ( )x

43. This is what it looks like: estávamos. Be sure to stress it on the right syllable.

    ( )x ( )x

44. Now repeat these phrases.

    1. We were hungry. ( )x ( )x
    2. We were sleepy. ( )x ( )x
    3. We were tired. ( )x ( )x

45. You should be able to guess what the they-form is. Try it, then verify with the tape.

    ( ) ( )x ( )x

46. This is what it looks like: estavam. Repeat these phrases.

    1. They were hungry. ( )x ( )x
    2. They were sleepy. ( )x ( )x
    3. They were tired. ( )x ( )x

Comment

We must point out that in all of the above examples involving 'hungry', 'tired', and 'sleepy' we are not necessarily dealing with recurring situations. We might simply be describing how somebody felt yesterday, for example, or at the concert last night, or when he got up this morning, with no thought whatsoever as to whether or not such feelings were of a recurrent nature. Hence in these cases we are not forced to think in terms of 'used to' or 'would' as we have had to do heretofore with most verbs in their ava (and ia) forms. Instead we can think in terms of 'past description', i.e. the description of conditions and circumstances that existed at some time in the past.

The concept of 'past description' offers another useful approach to all the verb forms we have been working with in the last several units. The term suggests another way of looking at and interpreting the range of meaning that these forms encompass. With some verbs, because of their very nature, it is quite easy to think of 'past description'. This is particularly true of ser, estar and ter, as we have just seen. With other verbs the association may not always be quite so easy to make.

Practice 1. (Recorded)

Thinking in terms of 'past description', how would you say these brief thoughts in Portuguese? Practice these until you can say them easily.

Group I

1. I was awake.
2. I was tired.
3. I was sleepy.
4. He was in a hurry.
5. He was hungry.
6. I had a cold. (estava resfriado)
7. The traffic was terrible.

Group II

1. I had [an] English accent.
2. She had [a] Portuguese accent.
3. I had [a] Ford.
4. She had [a] Chevrolet.

5. We were sure (had certainty).
6. They were right (had reason).
7. We had two.
8. They had three.

Group III (Omit items in brackets.)

1. I was [an] officer.
2. She was [a] teacher.
3. We were Americans.
4. They were Brazilians.
5. She was [a] secretary.
6. She was single.
7. He was the president.
8. He was married.
9. They were from New York.
10. We were from Pennsylvania.

Comment

The instances of 'past description' just given involve states of being or identification of some sort; the verbs are not verbs of action. The concept of 'past description' can also be applied to action verbs. Many of the action verbs of the past two units that we have translated as 'would/used to' offer past description. When we say, for example, that 'Roberto would/used to get up late' we are describing one aspect of Roberto's life in the past. Pay attention to how this operates in the next several practices.

Practice 2 (Recorded)

Learn to give this 'past description' of Bill. Do not translate items in brackets.

1. Bill was [an] American.
2. He was an officer in the State Department.
3. He spoke Portuguese well.
4. He had a lot of chance to practice.
5. Why? Because he lived and worked in Rio.

Practice 3 (Recorded)

Now learn to give this 'past description' of Yara.

1. Yara was [a] Brazilian.
2. She was from São Paulo.
3. She spoke English well.
4. She spoke [it] without [an] accent.
5. She worked in Rio.
6. She travelled (would travel) a lot.
7. She spent (would spend) weekends at home.
8. She went (would go) to the beach.
9. She liked her work (work = o trabalho).

(We continue now with our programming.)

47. This is the way you say 'I am planning to return'.

Eu pretendo voltar ( )x ( )x

48. If you wish to say 'I was planning to return', thus describing your thoughts and desires at some time in the past ('past description'), you would use the form pretendia.

Eu pretendia voltar ( )x ( )x

49. How would you say 'I was planning to sleep'?

(Eu pretendia dormir)

Verify: ( )x ( )x

50. How would you say 'He was planning to read'?

(Ele pretendia ler)

Verify: ( )x ( )x

51. How would you say 'She was planning to send'?

(Ela pretendia mandar)

Verify: ( )x ( )x

52. What is the form for 'We were planning'?
(Nós pretendíamos)
Verify: ( )x ( )x

53. And what is the form for 'They were planning'?
(Eles pretendiam)
Verify: ( )x ( )x

54. So, how would you say 'They were planning to stay'?
(Eles pretendiam ficar)
Verify: ( )x ( )x

55. And how do you say 'We were planning to leave'?
(Nós pretendíamos sair)
Verify: ( )x ( )x

56. We can perform similar operations with forms of the verb 'want'. We can begin with the sentence 'I want to take'.
Eu quero levar ( )x ( )x

57. Let's change the ending in order to say 'I wanted to take', which is, you will agree, a kind of description of my thoughts and desires at some time in the past.
Eu queria levar ( )x ( )x

58. How would you say 'I wanted to spend a week'?
(Eu queria passar uma semana)
Verify: ( )x ( )x

59. Following the same pattern, say the following:
a. I wanted to work. ( )x
b. I wanted to stop. ( )x
c. He wanted to drive. ( )x
d. He wanted to rest. ( )x
e. She wanted to change the subject. ( )x

60. What are the we-form and the they-form of 'wanted'?

(nós queríamos)

(eles queriam)

Verify: (   )x   (   )x

Verify: (   )x   (   )x

61. So, this is the way you would say 'We wanted to stay'.

Nós queríamos ficar. (   )x   (   )x

62. And this is the way you would say 'They wanted to leave'.

Eles queriam sair. (   )x   (   )x

63. Continuing in the same vein, say the following:

a. They wanted to begin. (   )x

b. We wanted to begin. (   )x

c. We wanted to buy. (   )x

d. We wanted to sell. (   )x

e. They wanted to eat lunch. (   )x

f. They wanted to forget. (   )x

64. We can perform similar operations with forms of the verb 'go'. We can begin with 'I am going to study'.

Eu vou estudar. (   )x   (   )x

65. Let's put that sentence in the past and say 'I was going to study'. You already know the form ia.

Eu ia estudar. (   )x   (   )x

66. How would you say 'I was going to send'?

(Eu ia mandar)

Verify: (   )x   (   )x

67. How would you say 'He was going to send'?

(Ele ia mandar)

Verify: (   )x   (   )x

68. Do you recall the appropriate we-form?

(íamos)

Verify: (   )x   (   )x

69. So how would you say 'We were going to stay'? Use nós.
(Nós íamos ficar)

Verify: ( )x ( )x

70. What is the corresponding they-form?
(iam)

Verify: ( )x ( )x

71. How do you say 'They were going to stay'? Use eles.
(Eles iam ficar)

Verify: ( )x ( )x

72. Continuing, say the following in Portuguese.

a. They were going to sell.
b. They were going to rest.
c. We were going to rest.
d. We were going to eat.
e. I was going to write.
f. He was going to prepare.
g. I was going to drive.
h. She was going to begin.

73. We can perform similar operations with the verb 'have'. Remember the present tense construction 'I have to study': Eu tenho que estudar. This kind of construction obviously describes present circumstances; it describes what I feel obligated to do now.

Eu tenho que estudar ( )x ( )x

74. If I wish to describe what I felt obligated to do at some time in the past, I will use the form tinha 'I had'. This is past description: it describes a certain set of circumstances (i.e. my feelings of obligation) that existed for me at some time in the past. Thus if I want to say 'I had to study', I will say it like this:

Eu tinha que estudar ( )x ( )x

75. How would you say 'I had to work'?

(Eu tinha que trabalhar)

Verify: ( )x ( )x

76. How about 'He had to work'?

(Ele tinha que trabalhar)

Verify: ( )x ( )x

77. Continuing, how would you say the following?:

a. He had to practice. ( )x
b. He had to write. ( )x
c. We had to speak. ( )x
d. We had to sell. ( )x
e. They had to read. ( )x
f. They had to prepare. ( )x

78. Another verb that is frequently used in the context of past description is sabia 'knew'.

sabia ( )x ( )x

79. If I say Eu sabia a lição 'I knew the lesson' I am describing a certain state of affairs that existed in the past.

Eu sabia a lição. ( )x ( )x

80. What is the we-form?

(sabíamos)

Verify: ( )x ( )x

81. Using the pronoun nós, how would you say 'We knew the lesson'?

(Nós sabíamos a lição)

Verify: ( )x ( )x

82. Using the pronoun eles, how would you say 'They knew the lesson'?

(Eles sabiam a lição)

Verify: ( )x ( )x

83. It is very common to find sabia followed by que plus another verb which also gives past description. For example: 'I knew that José was Brazilian'.

Eu sabia que o José era brasileiro. ( )x ( )x

84. Another example: 'I knew that José spoke Portuguese.'

Eu sabia que o José falava português. ( )x ( )x

85. A further comment about José: 'I knew that José sold insurance'.

Eu sabia que o José vendia seguros. ( )x ( )x

86. And a final comment about the activities of our friend, Joe: 'I didn't know that José slept so much'.

Eu não sabia que o José dormia tanto. ( )x ( )x

87. Poor Joe! Still the sleepyhead! So......on to the dialog.

Dialog

We continue presenting the dialog(s) in the form of short exchanges.

Exchange No. 1

A. Por que é que o senhor não saiu ontem à noite?	A. Why didn't you go out last night?
B. Porque eu estava cansado.	B. Because I was tired.

Exchange No. 2

o terno	suit
A. Por que é que o senhor não comprou o terno?	A. Why didn't you buy the suit?
custava	(it) cost
suficiente	enough
o dinheiro	money
B. Custava muito. Eu não tinha dinheiro suficiente.	B. It cost a lot. I didn't have enough money.

Exchange No. 3

procurou	(he) looked for
o emprego	job
A. Por que é que ele procurou outro emprego?	A. Why did he look for another job?
B. Porque ele não gostava do que tinha.	B. Because he didn't like the one he had.

Exchange No. 4

se perdeu	(he) got lost
A. Por que é que ele se perdeu?	A. Why did he get lost?
B. Porque ele não conhecia bem a cidade.	B. Because he didn't know the city well.
verdade	true (truth)
A. É verdade? Que pena!	A. Is that right? What a shame!

Exchange No. 5

	o sapato		shoe
	reparou		(you) noticed
	usava		(he) wore
A.	Você reparou o sapato que ele usava?	A.	Did you notice the shoes he was wearing?
B.	Não, por quê?	B.	No, why?
	bonito		nice-looking
A.	Era bonito.*	A.	They were nice-looking.

Exchange No. 6

	sinto		(I) regret
	atrasado		tardy, late
A.	Eu sinto muito estar atrasado.	A.	I'm very sorry to be late.
	sabia		knew
B.	Eu não sabia que horas eram.	B.	I didn't know what time it was.
	antes		before
A.	Antes tarde do que nunca.	A.	Better late than never.

---

*Note: Shoes are regarded as singular. Compare to English 'pair'.

Expansion Exercises (Recorded)

I. The verb reparar 'to notice'

Practice these sentences aloud. Be sure you know what they mean.

1. O senhor reparou o sapato?
2. O senhor reparou o sotaque dela?
3. O senhor reparou que estava cansado?
4. O senhor reparou que ele não sabia?
5. O senhor reparou que ele não queria?

- -

6. Eu não reparei.
7. Eu não reparei isso.
8. Eu não reparei a Alice.
9. Eu não reparei que ela estava cansada.
10. Eu não reparei que você queria falar comigo.

II. The verb procurar 'to look for'

Practice these sentences with the tape. Be sure you know what they mean.

1. Eu vou procurar outro emprego.
2. Eu vou procurar mais dinheiro.
3. Eu já procurei outro carro.
4. Ela já procurou casa.
5. Ele já procurou outra secretária.
6. Sérgio vai procurar a dona Regina.
7. Antônio procurava a dona Vera.
8. Eles procuravam outro presidente.
9. Nós estamos procurando a Seção Consular.
10. Eles estão procurando a Embaixada Francesa.
11. Ele está procurando outro sapato.
12. Eu estou procurando a minha secretária.

III. The verb perder-se 'to get lost'
Likewise, practice these with the tape and be sure you know what they mean.

1. Eu me perdi.
2. Ele se perdeu também.
3. Você se perdeu também?
4. Como é que você se perdeu?
5. Ela nunca se perde.

IV. A. Remember the verb dá? Notice how nicely it fits with dinheiro in these sentences. Follow along with the tape. If you need to, check the English in B below.

1. O dinheiro dá?
2. O dinheiro dá para comprar dois?
3. O dinheiro dá para ir à praia?
4. O dinheiro dá para todos?
5. O dinheiro dá para comer num restaurante?
6. O dinheiro dá para ficar mais um dia?
7. O dinheiro dá para ir e voltar?

B. Now, try putting these back into Portuguese.

1. Is there enough money?
2. Is there enough money to buy two?
3. Is there enough money to go to the beach?
4. Is there enough money for all?
5. Is there enough money to eat in a restaurant?
6. Is there enough money to stay one more day?
7. Is there enough money to go and return?
(make a round trip)

C. Practice repeating both roles in these exchanges.

1. O dinheiro dá?
Dá. Não custa nada.
2. O dinheiro dá?
Dá, sim. Custa muito pouco.

3. O dinheiro dá?
Dá, sim. Custa um dólar só.
4. O dinheiro dá?
Não, não dá. Custa muito.
Que pena!
5. O dinheiro dá?
Eu acho que dá.

V. More practice with ava and ia forms. (Recorded)

Note well the ia and ava forms in these sentences. Practice along with the tape.

1. O senhor sabia que ele era solteiro?
2. O senhor sabia que ele estava em Washington?
3. O senhor sabia que ele ia ao cinema?
4. O senhor sabia que ele ficava até tarde?
5. O senhor sabia que ele falava Chinês?
6. O senhor sabia que ele comia tanto?
7. O senhor sabia que ele não se sentia bem?
8. O senhor sabia que ele morava no Leme?
9. O senhor sabia que ele trabalhava na seção política?
10. O senhor sabia que ele não conhecia a cidade?
11. Eu não sabia que você tinha tanto dinheiro.
12. Eu não sabia que você era secretária.
13. Eu não sabia que você estava com pressa.
14. Eu não sabia que você estudava tanto!
15. Eu não sabia que você pretendia ficar.
16. Eu não sabia que você pretendia acordar cedo.
17. Eu não sabia que você ia almoçar aqui.
18. Eu não sabia que você ia morar em Copacabana.
19. Eu não sabia que você tinha que fazer isso.
20. Eu não sabia que você tinha que trabalhar amanhã.
21. Eu não sabia que você queria ler.
22. Eu não sabia que você queria ir comigo.
23. Eu não sabia que você queria levar sanduíches.
24. Eu não sabia que você podia falar francês.
25. Eu não sabia que você podia sair cedo.

VI. More Names (Recorded)

A. First Names

Practice these familiar looking first names which seem to be borrowed from English.

Milton
Nelson
Edson
Wilson
Gibson

B. Family Names

Here are just a few of the more common family names. We are limiting ourselves to one-syllable and two-syllable names. The longer ones will appear in the next unit.

1. Two syllable names.

Practice these with the tape.

Santos
Campos
Bastos
Barros
Ramos
Mattos
Lopes
Gomes
Fontes
Mendes
Neves
Alves
Chaves
Nunes
Marques
Borges
Silva
Lima
Gama
Costa
Rocha
Prata
Cunha
Braga
Fraga
Prado
Mello
Castro
Lobo

With Diphthongs

Moura
Souto
Sousa*
Leite
Freire
Freitas
Eiras
Queirós

---

*This is the same name as that of the American bandmaster and composer John Philip Sousa, whose father was Portuguese. If you didn't recognize the name when you first heard it, it's because you are used to hearing it pronounced differently in English.

With Nasal Diphthongs

Galvão

Leitão

Simão

Simões

[illegible]. One syllable names.

There are not many of these. Practice them with the tape.

Cruz

Reis (diphthong)

Vaz

Applications (Recorded)

I. Practice both roles in these exchanges. There is space on the tape for repetition after each sentence. The English equivalents appear in II below.

1. Por que é que você não comeu mais?
   Eu não estava com fome.
2. Por que é que você não deitou cedo?
   Eu não estava com sono.
3. Por que é que você não estudou ontem à noite?
   Eu não tinha o livro.
4. Por que é que você não foi lá ontem?
   Eu estava sem carro.
5. Por que é que você não foi ao cinema?
   Porque eu estava sem dinheiro.
6. Por que é que você não procurou outro emprego?
   Eu gostava do que eu tinha.
7. Por que é que você não falou com Dona Tânia?
   Porque eu estava atrasado.
8. Por que é que você não foi ao Rio?
   Ficava caro.
9. Por que é que você não estudou a outra lição também?
   Era difícil.

II. Now, practice putting these back into Portuguese. Check the tape for I above for confirmation.

1. Why didn't you eat more?
   I wasn't hungry.
2. Why didn't you go to bed early?
   I wasn't sleepy.
3. Why didn't you study last night?
   I didn't have my (the) book.
4. Why didn't you go there yesterday?
   I didn't have my car. (Use estar sem)
5. Why didn't you go to the movies?
   Because I didn't have the money. (Use estar sem)
6. Why didn't you look for another job?
   I liked the one I had.
7. Why didn't you talk to dona Tânia?
   Because I was late.
8. Why didn't you go to Rio?
   It was expensive. (Use ficar.)
9. Why didn't you study the other lesson too?
   It was difficult.

III. Practice both roles in these exchanges.

1. Ele procurou outro emprego?
   Procurou. Ele não gostava do que tinha.
2. Ele chegou atrasado?
   Chegou. Antes tarde do que nunca, não é?
3. Você reparou o terno dele?
   Reparei. Era bonito, não é?
4. Você ficou em casa?
   Fiquei. Eu estava cansado.
5. Você comprou o Chevrolet?
   Não, não comprei. Custava muito.
6. Você comprou o livro?
   Não, não comprei. Eu já tinha.

7. Você reparou a Vera?
   Reparei. Estava bonita, não é?
8. Você se perdeu?
   Me perdi. Eu não conhecia a cidade.
9. Você chegou atrasado?
   Cheguei. Eu não sabia que horas eram.

IV. Now, put these back into Portuguese. Check with III in case of doubt.

1. Did he look for another job?
   He did. He didn't like the one he had.
2. Did he get here late?
   He did. Better late than never, right?
3. Did you notice his suit?
   I did. It looked nice, didn't it?
4. Did you stay home?
   I did. I was tired.
5. Did you buy the Chevrolet?
   No, I didn't. It cost too much.
6. Did you buy the book?
   No, I didn't. I already had [it].
7. Did you notice Vera?
   Yes, I did. She looked pretty, didn't she?
8. Did you get lost?
   Yes, I did. I didn't know the city.
9. Did you get here late?
   Yes, I did. I didn't know what time it was.

V. Practice these very brief 'give and takes' with your teacher. The more expressive you are with these, the more fun they are.

1. É verdade?
   Claro.
   Nossa!

2. É verdade?
   Não, não é.
   Que bom!
3. É verdade?
   É, sim.
   Que pena!
4. É verdade?
   É, sim.
   Ah, é?
5. A. É verdade?
   B. É, sim.
   A. Não pode ser!
   B. Mas é!
   A. Nossa!
6. É verdade?
   É mesmo!
   Opa!*

---

*Another one of those untranslatable Brazilian gems. This one shows surprise.

Unit 24

Part I

1. In past units you have practiced a number of words whose singular forms end in stressed -el (open E).

   a. papel ( )x ( )x
   b. pastel ( )x ( )x
   c. hotel ( )x ( )x

2. In this unit you will practice several words in which the -el ending is unstressed. You already know one of these words.

   horrível ( )x ( )x

3. Notice that you hear the stress on the i, not the final -el. According to the conventions of spelling the stress is indeed written over the i.

   horrível ( )x ( )x

4. The e of el is unstressed and closed. Repeat again.

   horrível ( )x ( )x

5. Here is a new word. Can you guess what it means?

   ( ) ( )

(possible)

6. Here it is again. This time repeat.

   possível ( )x ( )x

7. How would you say 'It is possible'?

(É possível)

   Verify: ( )x ( )x

8. Here is another new word. You should be able to guess its meaning too.

( ) ( )

(impossible)

9. Now repeat.

impossível ( )x ( )x ( )x

10. So, how would you say 'It is impossible'?

(É impossível)

Verify: ( )x ( )x

11. Here is another word which you can also probably guess at.

( ) ( )

(probable)

12. Now, listen again and repeat.

provável ( )x ( )x

13. Be sure to get the stress on the right syllable, that is, on the middle one.

( )x ( )x ( )x

14. So how would you say 'It's probable'?

(É provável)

Verify: ( )x ( )x

15. And how would you say 'It's not probable'?

(Não é provável)

Verify: ( )x ( )x

16. Can you guess what this word means?

( ) ( )

(improbable)

17. Now, listen again and repeat.

improvável ( )x ( )x

18. How do you say 'It's improbable'?

(É improvável)

Verify: ( )x ( )x

19. You know the verb evitar which means 'avoid'. Therefore you should be able to guess what this word means.

( ) ( )

(avoidable)

20. Now, listen again and repeat.

evitável ( )x ( )x ( )x

21. What does this one mean?

( ) ( )

(Unavoidable, inevitable)

22. Listen again and repeat

inevitável ( )x ( )x ( )x

23. So how would you say 'It's inevitable'?

(É inevitável)

Verify: ( )x ( )x

24. The verb aceitar means 'accept'. Repeat.

( )x ( )x

25. What, then, does this word mean?

( ) ( )

(acceptable)

26. Listen again and repeat.

aceitável ( )x ( )x ( )x

27. How do you say 'It's acceptable'?

(É aceitável)

Verify: ( )x ( )x

28. What do you suppose this word means?

( ) ( )

(unacceptable)

29. Listen again and repeat

inaceitável ( )x ( )x ( )x

30. Finally, then, how do you say 'It's unacceptable'?

(É inaceitável)

Verify: ( )x ( )x

31. The above items are all adjectives and they are in their singular forms. When they are used with plural nouns they will appear in their plural forms. Here, for example, is the plural form of 'horrible'.

( )x ( )x ( )x

32. Here it is again. The -eis diphthong has the closed e.

horríveis ( )x ( )x

33. Try the singular and the plural together. Be sure the stress is on the right syllable, that is, the middle one.

horrível ( )x ( )x
horríveis ( )x ( )x

34. This is the way you say 'horrible party'.

( )x ( )x

35. And this is the way you say the plural, 'horrible parties'.

( )x ( )x

36. How would you say 'horrible cities'?

(cidades horríveis)

Verify: ( )x ( )x

37. How would you say 'horrible machines'?
(máquinas horríveis)

Verify: ( )x ( )x

38. How about 'horrible dialogs'?
(diálogos horríveis)

Verify: ( )x ( )x

39. If the plural of horrível is horríveis, you should be able to guess at the plural of possível. What is it?

(possíveis)

Right! Now, verify just to be sure: ( )x ( )x

40. Likewise, what is the plural form of provável?
(prováveis)

Verify: ( )x ( )x

41. What is the plural of inevitável?

(inevitáveis)

Verify: ( )x ( )x

42. And what is the plural of aceitável?

(aceitáveis)

Verify: ( )x ( )x

43. Practice saying the following:

a. Eles são possíveis ( )x ( )x
b. Eles são prováveis ( )x ( )x
c. Eles são aceitáveis ( )x ( )x
d. Eles são inevitáveis ( )x ( )x
e. Eles são impossíveis ( )x ( )x
f. Eles são inaceitáveis ( )x ( )x

44. All of the above items are adjectives. There are, however, some nouns that follow the same pattern. One of them is the word 'tunnel', which you probably remember.

(Sing.) túnel: ( )x ( )x
(Pl.) túneis: ( )x ( )x

45. Another is 'automobile'.

(Sing.) automóvel: ( )x ( )x ( )x
(Pl.) automóveis: ( )x ( )x ( )x

46. So, if you wanted to, you could construct the sentence: 'The two automobiles have to pass through the tunnels'.

Os dois automóveis tem que passar pelos túneis.

( ) ( )x ( )x ( )x

47. Now let us move to a related subject. You will recall that you have practiced saying several words that end in stressed -il.

a. civil ( )x ( )x
b. gentil ( )x ( )x

48. In this unit you will practice saying several words that end in unstressed -il. One of them is already familiar to you.

difícil ( )x ( )x

49. Perhaps you have already run across the word which means just the opposite of difícil; i.e. the word for 'easy'. They make a logical pair.

fácil ( )x ( )x

50. Be sure that you get the stress on the next-to-the-last syllable of both words.

difícil ( )x ( )x
fácil ( )x ( )x

51. Here is another common word which is often cited along with fácil and difícil as another example of the same sort. It is certainly a useful item.

útil ( )x ( )x

52. Can you guess what this useful item means? Have we given you enough clues?

(useful)

53. Even if we hadn't given you the clues, you might have guessed that útil means useful by association with the English word 'utilitarian'. Always give cognates a try! Now, repeat again. Notice that the first syllable is ú, not you.

1. ú ( )x ( )x
2. til ( )x ( )x
3. útil ( )x ( )x

54. Practice saying these short utterances, all of which begin with 'It is...'.

1. É fácil ( )x ( )x
2. É difícil ( )x ( )x
3. É útil ( )x ( )x

55. The above words end in unstressed eis in their plural forms.

fáceis ( )x ( )x
difíceis ( )x ( )x
úteis ( )x ( )x

56. Now practice saying the following:

a. Eles são fáceis. ( )x ( )x
b. Eles são difíceis. ( )x ( )x
c. Eles são úteis. ( )x ( )x

57. This is the way you say 'difficult dialogs'.

diálogos difíceis ( )x ( )x

58. How would you say 'easy dialogs'?
(diálogos fáceis)

Verify: ( )x ( )x

59. How would you say 'useful dialogs'?
(diálogos úteis)

Verify: ( )x ( )x

60. How would you say 'useful books'?
(livros úteis)

Verify: ( )x ( )x

61. How about 'easy books'?
(livros fáceis)

Verify: ( )x ( )x

62. And 'difficult books'?
(livros difíceis)
Verify: ( )x ( )x

Note: The practices that follow will give you additional experience using some of the above adjectives in their singular forms.

Practice 1. (Recorded)

Practice saying these sentences.

1. É fácil trabalhar com ele.
2. É fácil bater à máquina.

- - - - - - - - - - - - - - -

3. É difícil falar Português.
4. É difícil conhecer o Jorge.

- - - - - - - - - - - - - - -

5. É possível sair cedo.
6. Não é possível fazer isso.

- - - - - - - - - - - - - - -

7. É impossível saber a verdade.
8. Não é impossível voltar hoje.

- - - - - - - - - - - - - - -

9. É útil saber isso.
10. Não é muito útil falar inglês.

- - - - - - - - - - - - - - -

11. É horrível morar lá!
12. É horrível viajar com ele.

Practice 2.

You can form various interesting combinations by putting the items on the left together with the items on the right. Experiment a bit. All combinations are possible and most are likely. Just a few of them have been recorded for you.

1. É fácil
2. É difícil
3. É possível
4. É impossível

a. trabalhar com ele
b. vender o carro
c. bater à máquina
d. morar em Recife
e. ensinar história
f. ser bom funcionário
g. comprar as passagens aqui
h. falar com Alice
i. fazer isso
j. voltar cedo
k. levar sanduíches
l. falar português

Practice 3. (Recorded)

Combinations of the sort practiced above can also be cast into the past. Repeat these short phrases.

1. Foi fácil sair cedo.
2. Foi difícil preparar o diálogo.
3. Foi possível fazer tudo.
4. Foi impossível voltar ontem.
5. Foi útil falar com ela.
6. Foi horrível trabalhar para essa empresa.
7. Foi fácil escrever essa carta.
8. Foi muito difícil acordar cedo.

Practice 4. (Recorded)

Such combinations are also commonly cast into the future mold, i.e. in terms of 'It's going to be.......' Repeat the following sentences.

1. Vai ser impossível falar com ele.
2. Vai ser fácil sair cedo.
3. Vai ser muito difícil esquecer isso.
4. Vai ser útil conhecer o Presidente.
5. Vai ser horrível ficar em casa hoje.

6. Vai ser possível sair cedo amanhã.
7. Não vai ser fácil levantar às cinco.
8. Não vai ser possível começar hoje.

Practice 5. (Recorded)

Practice participating in these very brief exchanges.

1. É difícil?
   Não, é muito fácil.
2. É difícil?
   É, sim. Muito difícil.
3. É fácil?
   Não, não é. É difícil.
4. É difícil?
   É, sim. Mas é possível.
5. É possível?
   É, sim. Mas é difícil.
6. É impossível?
   Não, não é. Mas é muito difícil.
7. É fácil?
   Não, não é. Mas é possível.

- - - - - - - - - - -

8. Foi fácil?
   Foi, mesmo. Muito fácil!
9. Foi difícil?
   Foi, mesmo. Difícil demais!
10. Foi possível?
    Não, não foi. Foi impossível!

Part II

1. Recall this item from a previous dialog.
   vistas maravilhosas ( )x ( )x

2. Notice the open O in maravilhosas.
   maravilhOsas ( )x ( )x

3. Now look at the singular form: 'marvelous view'.
vista maravilhosa ( )x ( )x

4. Again, notice the open O in maravilhosa.
maravilhOsa ( )x ( )x

5. Now, examine the item 'marvelous state'. Remember, 'state' is masculine.
estado maravilhoso ( )x ( )x

6. Did you notice that the first o of -oso is the closed o, and not the open O? Listen again, and repeat.
estado maravilhoso ( )x ( )x

7. Compare the open O with the closed o.
maravilhOsa ( )x ( )x
maravilhoso ( )x ( )x

8. A number of adjectives that have the open O in their feminine forms will have the closed o in their masculine forms. Here is the adjective 'famous' used with a feminine noun.
senhora famosa ( )x ( )x

9. Notice the open O in famosa.
senhora famOsa ( )x ( )x

10. Now, here is 'famous' used to describe 'book', a masculine noun.
livro famoso ( )x ( )x

11. Notice the closed o in famoso.
livro famoso ( )x ( )x

12. You will hear another new adjective in this item: 'tasty (or 'delicious') food'.
    comida gostosa ( )X ( )X

13. Listen to the open O in gostosa.
    gostOsa ( )X ( )X

14. In 'tasty sandwich' the o is closed since sandwich is masculine.
    sanduíche gostoso ( )X ( )X

15. You have had the adjective 'new' in the phrase novo professor.*
    novo professor ( )X ( )X

16. Notice the closed o.
    novo professor ( )X ( )X

17. Listen to what happens when you say 'new (lady) teacher'.
    nova professora ( )X ( )X

18. Did you notice the open O of nova? Here it is again.
    nOva professora ( )X ( )X

19. Now, listen to and repeat these contrasting forms again.
    a. novo ( )X nOva ( )X
    b. famoso ( )X famOsa ( )X
    c. gostoso ( )X gostOsa ( )X
    d. maravilhoso ( )X maravilhOsa ( )X

---

* 'New' is one of those adjectives that sometimes comes before the noun.

Practice 1. (Recorded)

Repeat the following items several times until you feel comfortable with them.

1. americano famoso
2. livro famoso
3. jornal famoso

----

4. americana famosa
5. praia famosa
6. casa famosa

----

7. livro maravilhoso
8. sanduíche maravilhoso
9. feriado maravilhoso

----

10. cidade maravilhosa (otherwise known as Rio de Janeiro)
11. praia maravilhosa
12. máquina maravilhosa

----

13. dia gostoso*
14. café gostoso
15. passeio gostoso

----

16. comida gostosa
17. praia gostosa
18. vista gostosa

----

19. novo presidente
20. novo funcionário
21. novo consulado

----

22. nova idéia
23. nova amiga
24. nova professora

---

* gostoso/a can also mean 'pleasant, agreeable'.

(We return now to our programmed format.)

20. How would you say 'famous restaurant'?
(restaurante famoso)
Verify: ( )X ( )X

21. How would you say 'famous avenue'?
(avenida famosa)
Verify: ( )X ( )X

22. How would you say 'marvelous party'?
(festa maravilhosa)
Verify: ( )X ( )X

23. How about 'marvelous Portuguese'?
(português maravilhoso)
Verify: ( )X ( )X

24. How would you say 'delicious soft-drink'?
(refrigerante gostoso)
Verify: ( )X ( )X

25. And how about 'delicious meal'?
(comida gostosa)
Verify: ( )X ( )X

26. Here is 'delicious sandwich', with the stressed o closed.
sanduíche gostoso ( )X ( )X

27. Listen to what happens if we make it plural. Do not repeat yet.
sanduíches gostosos ( ) ( )

28. The stressed o of gostosos is OPEN! Listen and repeat.
gostOsos ( )X ( )X

29. Now, again, listen and repeat.
    sanduíches gostOsos ( )X ( )X

30. Here is the way you say 'famous books'.
    livros famOsos ( )X ( )X

31. And here is 'marvelous restaurants'.
    restaurantes maravilhOsos ( )X ( )X

32. What we are showing you here is that adjectives of this type have the open O in the masculine plural forms, even though they have the closed o in the masculine singular. Compare the following.

    1. livro famoso ( )X
    2. livros famOsos ( )X

    ----

    3. americano famoso ( )X
    4. americanos famOsos ( )X

    ----

    5. refrigerante gostoso
    6. refrigerantes gostOsos ( )X

    ----

    7. novo professor ( )X
    8. nOvos professores ( )X

33. It may be easier to look at it this way: adjectives of the above sort have the open O except in the masculine singular form. Compare:

    1. praia famOsa ( )X
    2. praias famOsas ( )X
    3. livros famOsos ( )X
       (but)
    4. livro famoso ( )X

34. Examine this series.

    1. festa maravilhOsa ( )X
    2. festas maravilhOsas ( )X
    3. feriados maravilhOsos ( )X
    (but)
    4. feriado maravilhoso ( )X

35. Now, examine this series.

    1. comida gostOsa ( )X
    2. comidas gostOsas ( )X
    3. dias gostOsos ( )X
    (but)
    4. dia gostoso ( )X

36. Finally, examine this series.

    1. nOva casa ( )X
    2. nOvas casas ( )X
    3. nOvos livros ( )X
    (but)
    4. novo livro ( )X

37. On to the dialog!

Dialog (Recorded)

Portuguese	English
Aluno A	
O senhor vai para Porto Alegre, não é?	You're going to Porto Alegre, aren't you?
Aluno B	
Não. Eu ia, mas agora eu vou para o Rio.	No. I was going, but now I'm going to Rio.
Aluno A	
Por que? O que é que aconteceu?	Why? What happened?
Aluno B	
chefe	boss
telefonou	telephoned
(neutral form = telefonar)	
Bom, o meu chefe me telefonou ontem à noite.	Well, my boss phoned me last night.
Aluno A	
aí	there
E daí?	And so? (And from there?)*
Aluno B	
precisam	they need
(neutral form = precisar)	
alguém	someone
comercial	commercial
Êles precisam de alguém na seção comercial de lá!	They need someone in the Commercial Section there.

---

* de + aí = contraction daí.

Aluno A

vai ver	maybe
acabar	to end (up), to finish
indo (neutral form = ir)	going
Vai ver que EU vou acabar indo para Porto Alegre!	Maybe I'll end up going to Porto Alegre.

Aluno B

pois	so, then
Pois é.	That's right.

Expansion Exercises. (Recorded)

I. The expression vai ver que... ('perhaps')

1. Vai ver que eu acabo trabalhando em Washington.
2. Vai ver que eu acabo ficando aqui.
3. Vai ver que eu posso ficar aqui.
4. Vai ver que eu posso ir também.
5. Vai ver que eu posso telefonar para ele.
6. Vai ver que eu vendo o meu carro.
7. Vai ver que eu compro outro terno.
8. Vai ver que eu levo sanduíches.
9. Vai ver que eu saio cedo.

II. The verb acabar + -ndo form

1. Eu vou acabar estudando mais.
2. Eu vou acabar praticando menos.
3. Eu vou acabar comprando outro.
4. Eu vou acabar esquecendo tudo.

----

5. Ele vai acabar morando no Rio.
6. Ele vai acabar almoçando em casa.
7. Ele vai acabar bebendo só água ('water').
8. Ele vai acabar trabalhando para uma empresa particular.

III. The verb precisar

1. Eles precisam de uma secretária.
2. Eles precisam de outro carro.

----

3. Eu precisava de outro livro.
4. Eu precisava dum refrigerante.

----

5. Ela vai precisar dum emprego.
6. Ela vai precisar de outra passagem.

----

7. Nós precisamos de outro presidente.
8. Nós precisamos de mais dinheiro.

IV. Last Names

A. Practice saying these 3-syllable last names. All but the last two are stressed on the next-to-the-last syllable.

- Andrade
- Aranha
- Barbosa
- Botelho
- Cardoso
- Carvalho
- Castelo
- Coelho
- Fernandes
- Fonseca
- Gonçalves
- Tavares
- Amaral (last syllable stressed)
- Avelar (last syllable stressed)

B. These also have three syllables but we have grouped them together because they all have the ei diphthong.

- Almeida
- Silveira
- Moreira
- Ferreira
- Pereira
- Siqueira
- Nogueira
- Teixeira
- Caldeira
- Bandeira
- Correia
- Vieira
- Carneiro
- Monteiro
- Ribeiro
- Pinheiro
- Medeiros
- Peixoto

C. These have the stressed nasal diphthong ãe.

- Magalhães
- Guimarães

D. Now practice these 4-syllable last names.

Albuquerque
Alvarenga
Azevedo
Cavalcante
Oliveira (ei diphthong again)
Figueiredo (ei diphthong again)
Vasconcelos
D'Alcântara (stressed on third-from-last syllable)

Applications (Recorded)

I. A. These exchanges deal with the expression vai ver que. Practice these with the tape. Check B below for the English.

1. Nós não podemos ir à praia hoje.
   Bom, vai ver que vai chover.

2. Eu não sei o que fazer.
   Vai ver que o Jorge sabe.

3. Eu não posso bater à máquina.
   Vai ver que a Ana Maria pode.

4. Eu não conheço Porto Alegre.
   Vai ver que o Luís Antônio conhece.

5. Ele não gosta do carro.
   Ver vai que ele vende.

6. Ele gosta muito do terno.
   Vai ver que ele compra.

7. Eu estou com fome.
   Vai ver que a gente come aqui.

B. Now try putting these back into Portuguese.

1. We can't go to the beach today.
   Well, maybe it'll rain.

2. I don't know what to do.
   Maybe George knows.

3. I can't type.
   Maybe Ana Maria can.

4. I don't know Porto Alegre.
Maybe Luis Antonio knows [it].

5. He doesn't like the car.
Maybe he'll sell [it].

6. He likes the suit a lot.
Maybe he'll buy [it].

7. I'm hungry.
Maybe we can eat here.

II. A. Now practice these exchanges with the tape. Check B below for the English.

1. Você acha que ele vai trabalhar na Seção Comercial?
Bom, é bem possível.

2. Vocês vão jantar no restaurante em frente?
É bem provável.

3. Vocês vão chegar lá às sete horas?
É impossível. É cedo demais.

4. O vocabulário* desta** lição é bom, não é?
É. É muito útil.

5. Ele gosta de estudar francês?
Gosta, sim. Mas é difícil.

6. O senhor sabe chegar na nossa casa?
Sei, sim. É fácil.

---

* A new word, but a cognate!
** Another contraction: de + esta = desta.

7. O senhor leu os livros?

   Li, sim. São muito úteis.

B. Now put these into Portuguese.

1. Do you think he's going to work in the Commercial Section?

   Well, it's quite possible.

2. Are you (all) going to have dinner in the restaurant across the street?

   It's very probable.

3. Are you (all) going to get there at seven?

   It's impossible. It's too early.

4. The vocabulary of this lesson is good, isn't it?

   Yes. It's very useful.

5. Does she like to study French?

   Yes, she does. But it's difficult.

6. Do you know how to get to our house?

   Yes, I do. It's easy.

7. Did you read the books?

   Yes. They're very useful.

III. A. Practice these with the tapes. The English is in B. below.

1. Você acha que ele já está aqui?

   Não, eu não acho possível.

2. Você acha que ele já saiu?

   Eu acho muito possível, sim.

3. Você acha que eu vou gostar?
Eu acho muito provável, sim.

4. Você acha que a gente pode?
Bom....eu acho muito difícil.

5. Você acha que a gente tem que viajar hoje?
Eu acho inevitável.

6. Você acha que o dinheiro dá?
Não, não acho. É impossível.

B. 1. Do you think he's already here?
No, I don't think [it's] possible.

2. Do you think he has left already?
I think [it's] very possible, yes.

3. Do you think I'm going to like [it]?
I think you probably will, yes.

4. Do you think we can?
Well....I think it's difficult.

5. Do you think we'll have to travel today?
I think it's inevitable.

6. Do you think there's enough money?
No, I don't. It's impossible.

IV. A. Now try these. Numbers 4-10 deal with the construction não + verb + mais. This translates as 'any more', 'any longer' or 'not now', depending on the sentence. See B. below for the English.

1. Eu achava que ela ia para o Rio.
   Ela ia, mas agora ela vai para São Paulo.

2. Eu achava que a gente ia a Baltimore.
   A gente ia, mas o pneu furou.

3. Eu achava que a gente ia à praia.
   Ia, mas agora parece que vai chover.

4. Eu achava que ela ia à festa.
   Ela ia, mas não vai mais. Ela vai ficar em casa.

5. Eu achava que você ia estudar.
   Ia, mas não vou mais. Eu vou ao cinema.

6. Nós achávamos que a senhora morava no Leblon.
   Eu morava, sim. Mas não moro mais.

7. A gente achava que o senhor trabalhava na seção comercial.
   Trabalhava. Mas eu não trabalho mais.

8. Eu achava que a festa ia ser na sua casa.
   Ia, sim. Mas não vai ser mais.

9. Eu achava que ela era solteira.
   Era. Mas não é mais. Ela é casada.

10. Eu achava que vocês tinham uma casa na praia.
    Tínhamos, sim. Mas não temos mais. Nós vendemos.

B. 1. I thought she was going to Rio.
She was, but now she's going to São Paulo.

2. I thought we were going to Baltimore.
We were, but the tire blew out.

3. I thought we were going to the beach.
We were, but now it looks like it's going to rain.

4. I thought that she was going to the party.
She was, but she isn't any longer. She is going to stay home.

5. I thought that you were going to study.
I was going to, but not now. I'm going to the movies.

6. We thought you lived in Leblon.
I did, but I don't live there any more.

7. We thought you worked in the Commercial Section.
I did, but I don't work there any more.

8. I thought the party was going to be at your place.
It was, yes, but not now.

9. I thought she was single.
She used to be, but she's not any more. She's married.

10. I thought you had a house on the beach.
We used to, but we don't have [it] any longer. We sold [it].

V. These will give you some more insight into the use of 'e daí?', meaning 'and so?'.

1. Vai chover amanhã.
   E daí?
   A gente não vai poder ir à praia.

2. Ele só vai me dar o dinheiro sexta-feira.
   E daí?
   Eu preciso do dinheiro hoje.

3. Nós só vamos ao Rio.
   E daí?
   Nós queríamos ir a São Paulo também.

4. O pneu furou.
   E daí?
   A gente não vai.

5. Eu tenho só cinco cruzeiros.
   E daí?
   A gente não come hoje.

6. Eu não gosto de levantar cedo nos fins de semana.
   E daí?
   Eu tenho que levantar muito cedo amanhã.

Unit 25

REVIEW

This review has been divided into five sections.

Section I.	Nouns, Contractions, Adjectives
Section II.	Verbs
Section III.	The Verbs Ser, Estar, Ter, Ir
Section IV.	Asking Questions with Question Words
Section V.	Miscellaneous Exchanges

All practices are recorded unless otherwise indicated.

Section I

Nouns, Contractions, Adjectives

Nouns

Practice 1. The definite articles

Be sure you know the gender of the following items. Translate these aloud.

1. the newspaper
2. the examination
3. the beach
4. the book
5. the ticket
6. the door
7. the daughter
8. the soft drink
9. the mountain
10. the officer
11. the company
12. the section
13. the sandwich
14. the night
15. the hour
16. the opportunity
17. the weekend
18. the post card
19. the holiday
20. the heat

Practice 2. The indefinite articles

Be sure you know the gender of these. Translate aloud.

1. a party
2. a park
3. a tunnel
4. an avenue
5. a week
6. a city
7. an idea
8. a restaurant
9. a sleepyhead
10. a bridge
11. a letter
12. a lady
13. a gentleman
14. a secretary
15. a house
16. a school
17. a suit
18. a day

Practice 3. 'Some'

Go through the above list of words (those in Practice 2) and make them plural, i.e. be sure you can say 'some parties, some parks, some tunnels', etc. Do them aloud.

Practice 4. 'This' and 'that'; 'these' and 'those'

Now try these. Do them aloud.

1. this lesson
2. this view
3. this car
4. this state
5. this office
6. this embassy

----

7. that word
8. that idea
9. that accent
10. that coffee
11. that letter
12. that girl

----

13. these mountains
14. these beaches
15. these days
16. these matters
17. these houses
18. these lessons

----

19. those gentlemen
20. those books
21. those sandwiches
22. those machines
23. those words
24. those tunnels

Practice 5. Possessives: 'my', 'your', 'our'

Do these aloud too.

1. my house
2. my book
3. my mother
4. my money
5. my accent
6. my son
7. my shoes (singular)

----

8. your English
9. your coffee
10. your wife

11. your tire
12. your grammar
13. your office
14. your friend

---

15. our son
16. our daughter
17. our embassy
18. our money
19. our door
20. our teacher (masc.)
21. our teacher (fem.)
22. our school
23. our car
24. our hour!

The following all deal with plural items.

25. my ideas
26. my windows
27. my friends (masc.)
28. my parents
29. my books
30. my daughters
31. my sons

---

32. your parties
33. your letters
34. your parents
35. your newspapers
36. your opportunities
37. your words
38. your teachers (masc.)

---

39. our tickets
40. our machines
41. our sandwiches

42. our tables
43. our friends
44. our cities
45. our weekends

Practice 7. Possessives: 'his', 'her'

Remember that you can say 'his car' by rephrasing it as 'the car of him' = o carro dêle. The dêle is a contraction of de + ele. Likewise, 'her car' is phrased as 'the car of her' = o carro dela. The dela is a contraction of de + ela. With this in mind, try the following.

1. His money
2. His accent
3. His wife
4. His daughter
5. His son
6. His shoes (singular)
7. His Chevrolet

----

8. Her party
9. Her typewriter (machine)
10. Her coffee
11. Her breaktime
12. Her letter
13. Her job
14. Her Ford

(The following are plural, so you will begin each one either with os for masculine items or as for feminine items.

15. His cars
16. His sandwiches
17. His daughters
18. His parents
19. His sons
20. His words

----

21. Her cars
22. Her sandwiches
23. Her daughters
24. Her parents
25. Her words

Practice 8. Possessives with names

Remember that you can say 'Paul's car' by rephrasing it as 'the car of Paul' = o carro do Paulo. Likewise, 'Mary's car' = o carro da Maria. With this in mind, do the following.

1. Paul's book
2. Paul's accent
3. Paul's secretary
4. Paul's ticket

----

5. Luís's wife
6. Luís's money
7. Luís's house
8. Luís's shoes (singular)

----

9. Sonia's son
10. Sonia's idea
11. Sonia's English
12. Sonia's letter

----

13. Inês's coffee
14. Inês's ticket
15. Inês's food
16. Inês's Chevrolet

(The following are plural.)

Example: os carros do Bill = Bill's cars
Example: as crianças do Bill = Bill's children

17. Antônio's books
18. Antônio's friends
19. Antônio's tickets
20. Antônio's sons

----

21. Angela's children
22. Angela's letters
23. Angela's parents
24. Angela's friends (fem.)

Contractions: ao and à

Practice 9. (Warm-up)

Practice saying these items containing the contractions ao and à.

ao Rio
ao parque
ao centro
ao restaurante
ao escritório
ao Consulado
ao funcionário
ao departamento
ao meio-dia

à secretária
à empresa
à cidade
à Embaixada
à Seção Consular
à professora
à Alemanha
à Dona Lúcia

Practice 10.

Now, translate these.

1. I'm going to Rio.
2. I'm going downtown.
3. I'm going to the office.
4. I'm going to the Embassy.
5. I'm going to the Political Section.
6. I'm going at noon.

---

7. Let's go to the restaurant.
8. Let's go to the park.
9. Let's go to the city.
10. Let's go to the Consulate.
11. Let's go to England.
12. Let's go to Joe's house.

---

13. We sent [him] to the Consulate.
14. We sent [him] to the Embassy.
15. We sent [him] downtown.
16. We sent [him] to Germany.
17. We sent [him] to Rio.
18. We sent [him] to Brazil.
19. We sent [him] to her house.

---

20. I went to bed at 11:00. (deitar)
21. I fell asleep at midnight. (cair no sono)
22. I awoke at 6:30. (acordar)
23. I got up at 7:00. (levantar)
24. I left at 8:00. (sair)
25. I arrived at 8:30. (chegar)
26. I began at 9:00. (começar)
27. I ate lunch at noon. (almoçar)

Contractions: plural aos and às

Practice 11. (Warm-up)

Repeat these examples

aos pais

aos filhos

aos funcionários

aos escritórios

aos brasileiros

aos americanos

aos senhores

às cidades

às senhoras

às festas

às sete

às oito

às professoras

às montanhas

Practice 12.

Now, translate these sentences.

1. I am going to the mountains.
2. He is going to the cities.
3. We are going to the parties.
4. She is going at seven.
5. We went to the parks.
6. He went to the offices downtown.
7. They are going to the restaurants.
8. I went at ten.
9. She went yesterday at three.
10. They went to the schools.

Contractions: do, da, dos, das

Practice 13. (Warm-up)

First, warm up with these examples.

do senhor
do funcionário
do jornal
do fim de semana
do sanduíche
do José

----

dos senhores
dos funcionários
dos jornais
dos fins de semana
dos sanduíches
dos meninos

----

da senhora
da secretária
da Seção Política
da máquina
da professora
da Vera

----

das senhoras
das secretárias
das seções
das máquinas
das professoras
das crianças

Practice 14.

Now, practice saying these sentences as you hear them on the tape. Pay attention to the contractions.

1. Eu gosto do Brasil.
2. Eu não gosto da cidade.

3. Eu gosto do Senhor Campos.
4. Eu não gosto da Dona Vânia.

5. Eu gosto muito do Senhor Gomes.
6. Eu não gosto da secretária dêle.

7. Nós falamos muito dos professores
8. Eles falam muito dos alunos.

9. Ela falou bem da empresa.
10. Ele falou bem da secretária.

11. O que é que o senhor acha da Seção Consular?
12. O que é que o senhor acha do Departamento de Estado?

13. O que é que o senhor falou da Dona Regina?
14. O que é que o senhor falou do Senhor Lopes?

15. O que é que ele achou das crianças?
16. O que é que ele achou dos pais?

17. Ela é da Inglaterra.
18. Ele é da Alemanha.

19. O senhor precisa da máquina?
20. A senhora precisa do carro?

21. Este sapato é do Luís.
22. E este terno, é do Marcos?

23. A senhora é do Brasil?
24. Sou. Sou do Rio.

Contractions: no, na, nos, nas

Practice 15. (Warm-up)

Repeat these examples after the voice on the tape.

no departamento
no carro
no feriado
no fim de semana
no Rio
no sanduíche
no jornal
----
na máquina
na terça-feira
na Seção Consular
na empresa
na montanha
na ponte
na praia
----
nos jornais
nos departamentos
nos carros
nos feriados
nos fins de semana
nos escritórios
nos passeios
----

nas notícias
nas máquinas
nas montanhas
nas praias
nas pontes
nas embaixadas
nas cidades

Practice 16.

Now, participate in these exchanges as you hear them on the tape.

1. Onde é que ele está?
2. Está no escritório.

3. Ele estava na praia?
4. Não, estava nas montanhas.

5. Onde o senhor trabalhava antes?
6. Trabalhava na Embaixada Americana.

7. Onde o senhor leu isso?
8. Li nos jornais.

9. Onde a gente fala mais?
10. Na Seção Política.

11. A gente vai segunda-feira?
12. Não, o feriado cai na terça.

13. Onde está a minha carta?
14. Ainda está na máquina.

15. Onde é que ele ficou?
16. Ficou no centro.

Adjectives

Practice 17. (Warm-up)

Repeat these adjectives in their masculine and feminine forms.

bom	boa
bonito	bonita
casado	casada
solteiro	solteira
muito	muita
atrasado	atrasada
cansado	cansada
resfriado	resfriada
acordado	acordada
ótimo	ótima
péssimo	péssima
caro	cara
brasileiro	brasileira
americano	americana
português	portuguesa
gostoso	gostosa
famoso	famosa
maravilhoso	maravilhosa

Now repeat these that do not change their forms for gender.

fácil
difícil
útil
horrível
possível
impossível
provável
azul

particular
local
legal
formal
comercial

Practice 18.

Now, taking the first sentence in each group as a model, translate the following sentences.

A. 1. O carro dele é bonito.
2. " " " " (expensive).
3. " " " " (blue).
4. " " " " (useful).
5. " " " " (horrible).
6. " " " " (famous).

B. 1. Tânia é brasileira.
2. " " (pretty).
3. " " (single).

---

4. Vânia é portuguesa.
5. " " (married).
6. " " (old).

C. 1. O senhor Mattos trabalha numa empresa particular.
2. " " " " " " (American).
3. " " " " " " (Brazilian).
4. " " " " " " (old).
5. " " " " " " (local).
6. " " " " " " (famous).
7. " " " " " " (commercial).

D. 1. O trabalho dele é fácil.
2. " " " " (difficult).
3. " " " " (good).
4. " " " " (useful).
5. " " " " (terrible).
6. " " " " (political).

E. 1. Marli tem uma vista maravilhosa.
2. " " " " (good).
3. " " " " (horrible).
4. " " " " (pretty).
5. " " " " (great). Use *ótima*

F. 1. Cláudia comprou um sapato brasileiro.
2. " " " " (pretty).
3. " " " " (blue).
4. " " " " (expensive).
5. " " " " (American).
6. " " " " (good).

G. 1. Vai ser um dia difícil.
2. " " " " (pretty).
3. " " " " (easy).
4. " " " " (wonderful).
5. " " " " (useful).
6. " " " " (terrible).
7. " " " " (great).
8. " " " " (pleasant). Use *gostoso*

Section II

Verbs

Practice 1.

Take each verb form given below, repeat it, then give the corresponding form in the past (the did form). For example, in Number 1, after saying eu compro 'I buy', you should say eu comprei 'I bought'. Follow along and verify your responses with the tape. Be careful! You will find -ar, -er and -ir type verbs, all three.

1. eu compro
2. eu trabalho
3. eu dirijo
4. eu mando
5. eu escrevo
6. eu saio
7. eu acho
8. eu vendo
9. eu durmo
10. eu gosto
11. eu almoço
12. eu leio
13. eu fico
14. eu aceito
15. eu vou

----

16. ele estuda
17. ele pratica
18. ele bebe
19. ele sai
20. ele muda
21. ele lê
22. ele deita

23. ele começa
24. ele acorda
25. ele prepara
26. ele recebe
27. ele lembra
28. ele dirige
29. ele deixa
30. ele vai

----

31. nós gostamos
32. nós moramos
33. nós recebemos
34. nós compramos
35. nós dormimos
36. nós descansamos
37. nós batemos
38. nós ensinamos
39. nós voltamos
40. nós procuramos
41. nós perdemos
42. nós reparamos
43. nós viajamos
44. nós comemos
45. nós vamos

----

46. eles saem
47. eles viajam
48. eles dormem
49. eles gostam
50. eles chegam
51. eles falam
52. eles lêem
53. eles praticam
54. os senhores vendem

55. os senhores ensinam
56. os senhores esquecem
57. os senhores dirigem
58. os senhores almoçam
59. os senhores vão

Practice 2.

Now, practice these brief exchanges with your teacher or a fellow student. Each time the response is 'I already did'.

1. Eu vou estudar.
Eu já estudei.

2. Eu vou almoçar.
Eu já almocei.

3. Eu pretendo ler.
Eu já li.

4. Eu pretendo ir.
Eu já fui.

5. Eu quero esquecer.
Eu já esqueci.

6. Vamos jantar.
Eu já jantei.

7. Vamos comer.
Eu já comi.

8. Vamos tomar café.
Eu já tomei.

9. Vamos mandar a carta.
Eu já mandei.

10. Vamos comprar o livro.
Eu já comprei.

11. Vamos vender o sapato.
Eu já vendi.

12. Vamos lá agora.
Eu já fui.

Practice 3.

Answer (and ask) these questions.

1. O senhor saiu?
Saí, sim.

2. O senhor tomou?
Tomei, sim.

3. O senhor leu?
Li, sim.

4. O senhor comeu?
Comi, sim.

5. O senhor já preparou?
Preparei, sim.

6. O senhor já notou?
Notei, sim.

7. O senhor já saiu?
Saí, sim.

8. O senhor comprou?
Comprei, sim.

9. O senhor recebeu?
Recebi, sim.

10. O senhor começou?
Comecei, sim.

---

11. Os senhores jantaram?
Não, não jantamos.

12. Os senhores já receberam as notícias?
Não, ainda não recebemos.

13. Os senhores já começaram?
Não, ainda não começamos.

14. Os senhores já leram o jornal?
Não, ainda não lemos.

15. Os senhores dormiram?
Não, não dormimos.

16. Os senhores já saíram?
Não, ainda não saímos.

17. Os senhores já foram?
Não, ainda não fomos.

18. Os senhores descansaram?
Não, não descansamos.

19. Os senhores repetiram?
    Não, não repetimos.

20. Os senhores esqueceram?
    Não, não esquecemos.

Practice 4.

Go through this sequence with your tape and/or your teacher. You should be able to add several more of your own.

1. Ele ainda não comeu. Vai comer às sete.
2. Ele ainda não chegou. Vai chegar às oito.
3. Ele ainda não começou. Vai começar às nove.
4. Ele ainda não saiu. Vai sair às dez.
5. Ele ainda não jantou. Vai jantar mais tarde.
6. Ele ainda não almoçou. Vai almoçar ao meio-dia.
7. Ele ainda não deitou. Vai deitar à meia-noite.
8. Ele ainda não levantou. Vai levantar agora!

Practice 5.

Practice saying these sentences which illustrate the 'used to/would' forms of verbs.

1. João saía muito porque ele tinha carro.
2. Alberto comia muito porque ele sempre estava com fome.
3. Ana não jantava em frente porque era caro demais.
4. Jorge ia muito ao cinema porque gostava.
5. Tom falava espanhol porque ele não sabia português.
6. Júlio deitava cedo porque levantava às seis.
7. Nelson sempre estava cansado porque trabalhava demais.
8. Edson nunca estudava porque não gostava.
9. Yara levantava cedo porque trabalhava longe.
10. Marcos não lia 'The Post' porque ele achava que o inglês era muito difícil.
11. Luís não viajava muito porque não tinha muita oportunidade.
12. Wilson voltava cedo porque trabalhava perto.

13. Vânia escrevia bem à máquina porque era secretária.
14. Sandra viajava muito porque trabalhava para a Varig.
15. Beatriz sempre chegava atrasada porque nunca sabia que horas eram.
16. Eduardo almoçava no escritório porque morava longe.
17. Sebastião trabalhava aos domingos porque precisava do dinheiro.

---

18. Sam morava perto mas ele sempre chegava atrasado.
19. Lúcia sempre estava cansada mas ela nunca deitava cedo.
20. Angela trabalhava longe mas ela sempre saía tarde.
21. Geraldo precisava do dinheiro mas ele não trabalhava muito.
22. Marli sempre queria comprar mais mas o dinheiro nunca dava.
23. Antônio era português mas ele falava inglês sem sotaque.
24. Cristina morava em Copacabana mas nunca ia à praia.

---

25. Eu sempre saía cedo e voltava tarde.
26. Eu sempre almoçava no centro e jantava em casa.
27. Yara sempre deitava tarde e levantava cedo.
28. Inês lia inglês bem e falava sem sotaque.
29. Roberto conhecia a cidade e não se perdia.
30. João era casado e passava os fins de semana em casa.
31. Bill era americano e gostava da comida americana.
32. Marcos era de Fortaleza e ia muito a Fortaleza.
33. Paulo era o chefe e fazia tudo.
34. Fazia calor e chovia muito no Panamá.

Practice 6. (More on 'used to/would')

Following the models given, have some fun putting these into Portuguese.

1. Nossa! Eu achava que ele era solteiro.
2. (Gosh! I thought he had money.)
3. (Gosh! I thought you knew that.)
4. (Gosh! I thought Marcos was going too.)
5. (Gosh! I thought Yara was at home.)

6. Desculpe. Eu achava que o senhor se sentia bem.
7. (Excuse me. I thought you knew Paul.
8. (Excuse me. I thought you spoke English.)
9. (Excuse me. I thought you lived in Leme.)
10. (Excuse me. I thought you worked here.)

11. Sinto muito. Eu achava que você saía agora.
12. (I'm sorry. I thought we (a gente) were going to the beach.
13. (I'm sorry. I thought the party was today.)
14. (I'm sorry. I thought it was a good idea.)
15. (I'm sorry. I thought it was ten o'clock.)
16. (I'm sorry. I thought you were taking the soft drinks.)

17. Hoje? Eu não sabia que você ia hoje.
18. (Today? I didn't know you were practicing today.)
19. (Tomorrow? I didn't know you were leaving tomorrow.)
20. (Now? I didn't know you were planning to go now.)
21. (At 5? I didn't know the party was at five.)
22. (Tonight? I didn't know you had to work tonight.)

23. Ah, é? Eu não sabia que ele era o chefe.
24. (Oh, really?! I didn't know she was Portuguese.)
25. (Oh, really?! I didn't know Recife was (ficava) so far.)
26. (Oh, really?! I didn't know Júlio had so much money.)
27. (Oh, really?! I didn't know Maria got home so late.)

28. Já?! Eu não sabia que ele estava com tanta fome.
29. (Already?! I didn't know he was in such a hurry.)
30. (Already?! I didn't know he knew so much.)
31. (Already?! I didn't know what time it was.)
32. (Already?! I didn't know it was time to stop.)

Section III

A. The verb ser 'to be'

Practice 1. (Warm-up)

Repeat these examples of the é form of ser.

Identification and Classification

1. Jack é americano.
2. Luís é espanhol.
3. Afonso é brasileiro.
4. Tom é inglês.
5. Gustavo é português.
6. Alberto é francês.
7. Roberto é funcionário.
8. Sergio é presidente.
9. Júlio é professor.
10. Jaime é aluno.
11. Leonardo é chefe.
12. Ernesto é amigo.
13. Francisco é solteiro.
14. Alberto é bonito. (good-looking)
15. Emílio é casado.
16. Cláudio é dorminhoco.
17. Mário é famoso.

----

18. Luísa é espanhola.
19. Inês é brasileira.
20. Margarida é portuguesa.
21. Sandra é americana.
22. Rosa é professora.
23. Cristina é aluna.
24. Barbara é secretária.
25. Helena é solteira.
26. Lúcia é casada.

27. Regina é bonita.
28. Glória é famosa.
29. Denise é formal.
30. Beatriz é impossível!

---

31. Paris é uma capital famosa.
32. Londres é uma cidade velha.
33. Alaska é um estado novo.
34. Braniff é uma empresa particular.
35. Recife é uma cidade brasileira.
36. Copacabana é uma praia bonita.

Origin

37. Marcos é do Rio.
38. Angela é de São Paulo.
39. Antônio é do Brasil.
40. Ricardo é de Portugal.
41. A carta é do Rio.
42. O cartão é de São Paulo.

Possession

43. O Chevrolet é do Luís.
44. O Ford é da Angela.

45. Este terno é do Luís Sérgio.
46. Este sapato é da Maria Lúcia.

47. Este sanduíche é dele.
48. Este refrigerante é meu.

Permanent, fixed location

49. A Embaixada é em Brasília.
50. A Seção Consular é na Embaixada.
51. O Leme é no Rio.

52. A empresa é na cidade.
53. A casa é na praia.
54. O Departamento de Estado é em Washington.
55. Buffalo é em Nova York.
56. O túnel é muito perto.
57. A praia é muito longe.

Time

58. É meia-noite.
59. É meio-dia.
60. É uma hora.

Practice 2.

Participate in this quick question and answer session with various forms of ser. Warning: the tenses are mixed.

	Person A	Person B
1.	O senhor é americano?	Sou, sim.
2.	O senhor era funcionário?	Era, sim.
3.	Ela era secretária?	Não, não era.
4.	Ele é professor?	Não, não é.
5.	Eles eram brasileiros?	Não, não eram.
6.	Eles eram solteiros?	Eram, sim.
7.	Ela é casada?	Não, não é.
8.	Elas são portuguesas?	São, sim.
9.	Ela é a Dona Bárbara?	É, sim.
10.	Ela é bonita?	Não, não é.
11.	A carta é da Dona Ana?	É, sim.
12.	Este carro é do Sérgio?	É, sim.
13.	Este sanduíche é o meu?	É, sim.
14.	Estes livros são meus?	São, sim.
15.	É uma hora?	É, sim.
16.	Afonso era o chefe?	Não, não era.
17.	É uma empresa particular?	Não, não é.

18. O João é o presidente?	É, sim.
19. A escola é longe?	Não, não é.
20. É perto?	É, sim.
21. O restaurante é em frente?	É.

B. The verb estar 'to be'

Practice 1. (Warm-up)

Repeat these examples of the está form of estar.

Non-fixed location

1. Eduardo está em casa.
2. A Yara está na Embaixada.
3. A Cláudia está no Consulado.
4. O Luís está no Brasil.
5. Vera está na escola.
6. Antônio está comigo.
7. Angela está com a mãe dela.
8. O carro está no centro.
9. A comida está em cima da mesa.
10. O dinheiro não está aqui.

Non-permanent state or condition

11. Vera está resfriada
12. Sonia está cansada.
13. Paulo está atrasado.
14. A Regina está com fome.
15. O Henrique está com pressa.
16. Sebastião está acordado.
17. Glória está com sono.

With the -ndo form of verbs

18. Raquel está trabalhando.
19. Carmen está dormindo.
20. Lourdes está lendo.
21. Fernando está praticando.
22. Júlio está almoçando.
23. João está lembrando.
24. Ana está saindo.
25. Luísa está procurando.
26. Margarida está falando.
27. Francisco está levantando.
28. Tânia está comendo.
29. Vânia está esquecendo.
30. Edson está começando.
31. Gibson está viajando.
32. Nelson está estudando.
33. Está chovendo.
34. Está fazendo calor.
35. Quem está preparando e escrevendo tanto?

Practice 2.

Participate in this quick question and answer session with estar.

Person A	Person B
1. Você está com sono?	Estou, sim.
2. Você está com fome?	Estou, sim.
3. Você estava cansado?	Estava, sim.
4. Você estava com pressa?	Estava, sim.
5. Ele estava aqui?	Estava, sim.
6. Ele está no Consulado?	Está, sim.
7. Ela estava resfriada?	Estava, sim.
8. Eles estão acordados?	Estão, sim.
9. Vocês estão no restaurante?	Estamos, sim.
10. Os senhores estão em casa?	Estamos, sim.

11.	Yara está na escola?	Está, sim.
12.	Marcos estava lá?	Estava, sim.
13.	Wilson está na praia?	Está, sim.
14.	Eles estão no escritório?	Estão, sim.
15.	Eu estou com fome?	Não, não está!

16.	Já estamos chegando?	Estamos, sim.
17.	Você está lembrando?	Não, não estou.
18.	Jorge está dirigindo?	Está.
19.	Maria está jantando?	Não, não está.
20.	O senhor está gostando?	Estou, sim.
21.	As moças estão gostando?	Estão.
22.	Está chovendo?	Está, sim.
23.	Você está se sentindo bem?	Estou.
24.	Ele está caindo!?	Não, não está!
25.	Estamos voltando?	Estamos.
26.	Os meninos estão descansando?	Estão, sim.
27.	O senhor Lopes está morando no Rio?	Está, sim.
28.	O espanhol está atrapalhando?	Está!
29.	Milton está procurando outro emprego?	Não, não está.
30.	O senhor está acabando?	Estou! (Finalmente!)

C. The verbs ser and estar mixed.

Translate these items. Take them in order and they make up a brief narrative. Omit items in brackets.

1. Gloria is [an] American; she's from Duluth.
2. She's [a] secretary.
3. She's pretty, and [she] is married.
4. She's not at the office today.
5. She's at home.
6. Her home is in Copacabana.
7. She has a cold.
8. She's not hungry.
9. She's not in a hurry now.
10. She's resting.

11. George is Brazilian.
12. He is from Bahia.
13. He's single, and he's good-looking.
14. He's [a] teacher.
15. George is my friend, and he's [a] sleepyhead!
16. It's nine o'clock, and he's here in the Consulate.
17. But he's not awake yet.
18. He's still sleepy.
19. He's hungry too.
20. He's drinking coffee and eating a sandwich.
21. At times he's impossible!

D. The verb ir 'to go'

Practice 1. (Warm-up)

Run over these brief couplets designed for rapid review of the forms of ir.

1. Eu vou agora.
   Ela vai amanhã.

2. Nós vamos às cinco.
   Eles vão às oito.

3. Você vai ao Rio?
   Eu vou a São Paulo.

4. Eu ia ao parque.
   Mas eles iam ao centro.

5. Eu fui ontem.
   E o Paulo foi hoje.

6. Roberto vai começar.
   E Marli vai acabar.

7. Nós vamos sair.
Mas eles vão ficar.

8. Você vai esquecer, claro!
Mas eu vou lembrar.

9. Yara ia estudar.
E as outras iam descansar.

10. As meninas iam às montanhas.
Nós íamos à praia.

Practice 2.

Participate in this quick question and answer session dealing with the verb ir. Warning: The tenses are mixed. You should be able to respond to these without referring to the printed page.

	Person A	Person B
1.	Ele vai?	Vai, sim.
2.	Você foi?	Fui, sim.
3.	Nós vamos?	Vamos.
4.	Eles foram?	Foram, sim.
5.	Eles vão hoje?	Não, não vão.
6.	Eu vou também?	Não, não vai.
7.	Nós vamos?	Não, não vão.
8.	Ela foi ontem?	Foi.
9.	O senhor ia?	Ia, sim.
10.	Vocês iam?	Íamos, sim.

E. The verb ter 'to have'

Practice 1. (Warm-up)

Run through these brief couplets designed for rapid review of the forms of ter.

1. Eu tenho um.
Ele tem dois.

2. Nós temos muitos.
Eles têm poucos.

3. Yara tem Chevrolet.
Eu tenho Volkswagen.

4. Jorge tem mais.
Os meninos têm menos.

5. Nós temos muito trabalho.
Os senhores têm que sair agora?

6. Luís tem tudo.
Eu não tenho nada.

7. Maria tem que sair.
Yara tem que ficar.

8. Roberto tem que trabalhar.
Eu tenho que descansar.

---

9. Nós tínhamos cinco.
Quantos os senhores tinham?

10. Eu tinha um Ford.
O que é que você tinha?

11. José tinha muito dinheiro?
    Não, ele não tinha nada.

12. Os senhores tinham casa?
    Não, nós não tínhamos.

---

13. Eu tive que praticar.
    E Angela teve que estudar.

14. Nós tivemos que fazer tudo.
    Eles não tiveram que fazer nada.

15. Emílio teve que comprar um carro novo.
    Sergio e Bárbara tiveram que vender o deles.

Practice 2.

Using the models as guides, put the following sentences into Portuguese. These should be fun as well as challenging.

1. Quantos carros você tem?
2. (How many children do you have?)
3. (How many sandwiches does he have?)
4. (How many tickets do they have?)
5. (How many bosses do we have!?)
6. (How much money do you have?)

---

7. É verdade. Eduardo tem três carros.
8. (It's true. Henrique has a lot of money.)
9. (It's true. I have a letter for you.)
10. (It's true. We have a good opportunity.)
11. (It's true. Carlos has another job.)
12. (It's true. They have only one.)
13. (It's true. You have to remember everything.)
14. (It's true. We have to study more.)

15. (It's not true! I don't have to eat less!!

* * *

16. Que pena! Eles tiveram que sair.
17. (What a shame! They had to work today.)
18. (What a shame! We had to sell the car.)
19. (What a shame! I had to write another letter.)
20. (What a shame! Glória had to stay home.)
21. (What a shame! You had to begin again.)
22. (What a shame! Fernando had to do everything.)

* * *

23. Que amanhã! Eu tenho que sair hoje.
24. (What do you mean, at seven! I have to get up at six.)
25. (What do you mean, later! I have to go now.)
26. (What do you mean, Spanish! He has to speak Portuguese.)
27. (What do you mean, rest! We have to work.)
28. (What do you mean, on Varig! They have to travel on Pan Am.)
29. (What do you mean, me! (Eu) You* have to eat less!)
30. (What do you mean, me! My boss** has to do that!)

---

* Use Você é que tem (etc.)
** Use Meu chefe é que (etc.)

Section IV

Asking Questions with Question Words

Using the models as guides, practice asking the following questions.

A. Model: O que é que ele quer?

1. What does he have?
2. " " " do?
3. " " " plan?
4. " " " speak?
5. " " " know?
6. " " " think?
7. " " " teach?
8. " " " read?
9. " " " prefer?

B. Model: Quem é essa môça?

1. Who is she?
2. " " Dona Alice?
3. " " the married one? (masculine)
4. " " the single one? (feminine)
5. " " the good looking one? (masculine)
6. " " the pretty one? (feminine)
7. " " the Spanish one? (masculine)
8. " " the American one? (feminine)
9. " " the older one? (feminine)

C. Model: Onde é que ele dorme?

1. Where does he work?
2. " " " live?
3. " " " practice?
4. " " " go?

5. " " " teach?
6. " " " eat lunch?
7. " " " eat?
8. " " " spend the weekends?
9. " " " drink (take) coffee?

D. Model: Quando é que o senhor lembrou?

1. When did you study?
2. " " " remember?
3. " " " go?
4. " " " arrive?
5. " " " sell?
6. " " " practice?
7. " " " get lost?
8. " " " notice?
9. When were you born?

E. Model: Por que é que o senhor não estudou?

1. Why didn't you go?
2. " " " come back?
3. " " " leave?
4. " " " write the letter?
5. " " " spend the money?
6. " " " work yesterday?
7. " " " stay until midnight?
8. " " " buy the suit?
9. " " " take sandwiches?

F. Model: Como é que ela sabe?

1. How does she sleep?
2. " " " speak?
3. " " " remember?
4. " " " buy?
5. " " " sell?

6. " " " travel?
7. " " " go?
8. " " " feel?
9. " " " do that?

Section V

Miscellaneous Exchanges

Of all the many thousands of exchanges that are possible with the limited Portuguese you have had thus far, we have selected the following few. Practice them with your teacher or a fellow student.

1. Vamos fazer um passeio?
   Não, não podemos. Está chovendo.

2. Vamos trabalhar segunda-feira?
   Não, não vamos. Segunda-feira é feriado.

3. Sinto muito. O senhor tem razão.
   Está bom. A senhora não sabia...

4. Sinto muito. Não posso.
   O senhor não pode, ou não quer?

5. O senhor não foi?
   Não, não fui. Eu não gostei da idéia.

6. O senhor não almoçou?
   Não, não almocei. Eu não estava com fome.

7. Que cidade bonita!
   Você gosta?

8. Que idéia!
   Você não gosta? Eu achei que era uma boa idéia.

9. A. A Vânia está aqui.
   B. E daí?
   A. Você não vai ao cinema com ela?

10. A. A Glória já chegou.
B. E daí?
A. O senhor não quer falar com ela?

11. Ela gosta de comer. Aliás, ela come demais.
Parece, não é?

12. A Glória é a mais bonita.
Ah, é?! Eu achava que era a Vera.

13. Eu preciso dormir oito horas.
Pois é! Quem não precisa?

14. Eu vou acabar morando em Copacabana.
Que bom! Você vai gostar da praia. É ótima.

15. João vai acabar trabalhando amanhã.
Que pena! Amanhã é feriado.

16. Onde é que o senhor dorme?
Por que é que o senhor quer saber?

17. É muito difícil trabalhar aqui.
O senhor já procurou outro emprego?

18. Às vezes o George inventa palavras.
Eu sei. Ele está sempre fazendo isso.

19. Você saiu?
Não, não saí. Eu estava sem carro.

20. O senhor não quer ser o chefe?
Não, não quero. É muito difícil ser chefe.

21. É um dia gostoso, não é?
É, mesmo. Quem quer trabalhar hoje?

22. Ela nasceu na Bahia mas ela mora no Rio.
Eu já notei que ela fala com sotaque do Rio.

23. Opa! Aquí está a nossa professora!
Iiii.... A gente tem que falar só em português.

24. Quem vai comer lá fora? (outside)
Eu não vou. Está fazendo muito calor.

25. A. O dinheiro dá para jantar no restaurante Lucas?
B. Eu sei lá. Deixe-me ver. Um, dois, três.... Nossa!
A. Dá?
B. Não, não dá!

VOCABULARY

Portuguese - English

This listing does not include the various groups of close cognates which are given special treatment in several of the units.

(A)

a	feminine article 'the'
a	at, to
à	to the, at the; contraction: article a + preposition a = à
abril	April
abrir	to open
acabar	to finish
aceitar	to accept
achar	to think, to find
acontecer	to happen
acordar	to wake up
acordado	awake
agora	now
agosto	August
aí	there
ainda	yet, still
ainda não	not yet
Alemanha	Germany
alguém	anyone, someone
aliás	in fact, as a matter of fact, actually
almoçar	to have lunch
alô	hello, hi
aluno	student
amanhã	tomorrow
americano (-a)	American
amigo	friend
anel (m)	ring
antes	before, previously
ao	contraction: preposition a + article o = ao
aquele	that
aqui	here
assunto	subject, topic
até	until, as far as
atrapalhar	to confuse
atrasado	late, behind schedule
avenida	avenue
azul	blue

(B)

barril (m)	barrel
bater	
bater à máquina	to type
beber	to drink
bem	well; very, quite
boa	good
bocêjo	yawn
bom	good
que bom!	that's good, I'm glad
bonito	good looking, pretty, attractive
Brasil	Brazil
brasileiro	Brazilian

(C)

cada	each
cada uma	the darnedest things
café (m)	coffee
cair	to fall
calor (m)	heat
que calor!	it surely is hot!
cansado	tired
cão (m)	dog
capital (m)	capital
caro	expensive, dear
carro	car
carta	letter
cartão	card
casa	home, house
casado	married
catorze	fourteen
cedo	early
centro	downtown, center
certeza	certainty
ter certeza	to be sure
chamar-se	to be called
chefe (m)	boss
chegar	to arrive
chinês (m)	Chinese
que chinês!	what do you mean Chinese?
chover	to rain
cidade (f)	city
cinco	five

cinema (m)	- cinema, movies
civil	- civil
claro	- of course
com	- with
comigo	- with me
começar	- to begin, to start
comemorar	
comemorado	- celebrated
comer	- to eat
comercial	- commercial
comida	- food
como?	- how?
comprar	- to buy
conhecer	- to know
consular	- consular
crianças	- children
custar	- to cost

(D)

da	- contraction: de + a = da
dançar	- to dance
dar	- to give
dá para	- there's enough (something) to
de	- from, of
deitar-se	- to go to bed, to lie down
deixar	- to let, to leave
deixe-me	- let me
dela	- contraction: de + ela = dela
dele	- contraction: de + ele = dele
demais	- too, too much
departamento	- department, section
depois	- after, later
logo depois	- right afterwards
descansar	- to rest
desculpar	
desculpe	- excuse me
desde	- since
desde quando	- since when
dez	- ten
dezembro	- December
dia (m)	- day
diálgo	- dialog
difícil	- difficult
dinheiro	- money
diretamente	- directly
dirigir	- to drive
do	- contraction: de + o = do
domingo	- Sunday
Dona	- Miss, Mrs.
dorminhoco	- sleepyhead
dormir	- to sleep
doze	- twelve
dum	- contraction: de + um = dum
duma	- contraction: de + uma = duma

(E)

e	- and
ela	- she
ele	- he
em	- in, on, at
em cima de	- on top of
Embaixada	- Embassy
embaixo	- downstairs
emprego	- job, work
empresa	- company
empresa particular	- private company
ensinar	- to teach
então	- then
entrar	- to enter, to come in, to go in
entre	- come in
escrever	- to write
escritório	- office
espanhol (m)	- Spanish
esposa	- wife
esquecer	- to forget
essa, esse	- that
esta, este	- this
estado	- state
estar	- to be
está	- he is
estou	- I am
estão	- they are
estudar	- to study
eu	- I

evitar	- to avoid
evitável	- avoidable
exame (m)	- test, exam

(F)

fácil	- easy
falar	- to speak
favor	
por favor	- please
fazer	- to do, to make
fazendo	- doing, making
fazemos	- we do, we make
faz	- he makes, he does
fazemos um passeio	- we take a trip
está fazendo calor	- it is hot
a gente faz	- we do, we make
feriado	- holiday
festa	- party
fevereiro	- February
ficar	- to stay, to be
filha	- daughter
filho	- son
filhos	- children
fim (m)	- end
fim de semana	- weekend
fome (f)	- hunger
fora	- out, outside
formatura	- graduation
francês (-cesa)	- French
frente	- front
em frente	- across the street, in front
funcionário	- officer
furar	- to puncture

(G)

gente (m)	- we, the people
a gente faz	- we do, we make
gentil	- kind, polite
gostar	- to like
gostoso	- tasty; delightful
gramática	- grammar

(H)

haver	
há	- there is, there are
história	- history
hoje	- today
hora	- hour
que horas são?	- what time is it?
horrível	- awful, terrible, horrible
hotel (m)	- hotel

(I)

idéia	- idea
igualmente	- likewise
improvável	- improbable
inevitável	- unavoidable
Inglaterra	- England
inglês	- English, Englishman
intervalo	- break
inventar	- to invent
ir	- to go
vai	- he goes
vou	- I go
vamos	- we go
vão	- they go
foi	- he went
fui	- I went
fomos	- we went
indo	- going
ia	- used to/would go, was going
vai ver que	- maybe
isso	- that

(J)

já	- already, yet
janeiro	- January

janela	- window
jantar	- to dine
jornal (m)	- newspaper
julho	- July
junho	- June
juntos	- together

(L)

lá	- there
lá pela/pelo	- around about
legal	- great!
lembrar-se	- to remember
lembre	- remember
ler	- to read
li	- I read
levantar	- to get up
levar	- to take
lição (f)	- lesson
livro	- book
local	- local
lógico	
é lógico!	- of course! no wonder!
logo	- soon; right, exactly
Londres	- London
longe	- far away

(M)

mãe	- mother
maio	- May
mais	- more
mandar	- to send
manhã (f)	- morning
máquina	- machine
maravilhoso	- marvelous
março	- March
mas	- but
me	- me, myself
meia-noite	- midnight
meio-dia	- noon
menino	- boy
menina	- girl
menos	- less
mesa	- table
mesmo	
isso mesmo	- that's right
é mesmo	- he is indeed
meu	- my
minha	- my
môça	- girl, young woman
montanha	- mountain
morar	- to live, to dwell
motel (m)	- motel
mudar	- to change
muito	- very, much

(N)

na	- contraction: em + a = na
nada	- nothing
não	- no, not
nascer	- to be born
nela	- contraction: em + ela = nela
nele	- contraction: em + ele = nele
no	- contraction: em + o = no
noite (f)	- night
nós	- we
nos	- us, ourselves
nosso, -a	- our
Nossa!	- Gee!
notar	- to notice
notícias	- news
Nova York	- New York
nove	- nine
novembro	- November
novo	- new
num	- contraction: em + um = num
numa	- contraction: em + uma = numa
nunca	- never

(O)

o	- the
obrigado	- thank you
oi!	- hi!

oito	- eight
olhar	- to look
olhe	- look
onde	- where
ontem	- yesterday
onze	- eleven
oportunidade (f)	- opportunity
ótimo	- great, excellent
ou	- or
outro	- other
outra vez	- again
outubro	- October

(P)

pais (m)	- parents
palavra	- word
pão (m)	- bread
papel (m)	- paper
para	- to, for
parar	- to stop
parecer	- to seem
parque (m)	- park
particular	- private
passagem (f)	- ticket
passar	- to spend, to pass
passeio	- pleasure trip
pastel (m)	- pastry, pie
pela	- contraction: por + a = pela
pelo	- contraction: por + o = pelo
pena	- penalty
Que pena!	- What a shame!
perder-se	- to get lost
perto	- nearby
péssimo	- very bad, terrible
pneu (m)	- tire
poder	- to be able
posso	- I can, I may
pois	- so, then
político	- political
ponte (f)	- bridge
ponto	
às oito em ponto	- at eight o'clock sharp
por	- by, for
por favor	- please
por que?	- why?
porque	- because
porta	- door
português	- Portuguese
possível	- possible
pouco	- (a) little
praia	- beach
praticar	- to practice
prazer (m)	- pleasure
precisar	- to need
preferir	- to prefer
preparar	- to prepare
presidente (m)	- president
pressa	- haste
estar com pressa	- to be in a hurry
pretender	- to intend, plan
provável	- probable
procurar	- to look for
professor (-a)	- teacher, professor
propósito	
a propósito	- by the way
prova	- test, exam

(Q)

qual?	- which?
quando?	- when?
quantos (-as)?	- how many?
quarenta	- forty
quarta-feira	- Wednesday
quarto	- quarter (hour)
seis e um quarto	- six-fifteen
quatro	- four
Que?	- What?
O que (é que)	- What?
Que tal?	- How (about)?
Que bom!	- How good!
que	- which, that
quem?	- who?
querer	- to want, to wish
se você quiser	- if you wish
quer	- he wants
quinta-feira	- Thursday
quinze	- fifteen

(R)

razão (f)	reason
ter razão	to be right
receber	to receive
refrigerante (m)	soft drink
reparar	to notice
repetir	to repeat
reservar	to reserve
resfriado	cold
estar resfriado	to have a cold
restaurante (m)	restaurant

(S)

sábado	Saturday
saber	to know
sei	I know
eu sei lá	I don't know
sair	to leave
saio	I leave
sala	room
sanduíche (m)	sandwich
sapato	shoes
se	oneself
se	if
seção (f)	section
secretária	secretary
segunda-feira	Monday
seguro	insurance
seis	six
sem	without
semana	week
sempre	always
Senhor	mister
o senhor	you
senhora	
a senhora	you
sentar	to sit
sente	sit down
sentir	to regret, to feel
sinto muito	I am sorry
ser	to be
é	he is
sou	I am
somos	we are
são	they are
era	used to/would be
sete	seven
setembro	September
seu (o seu)	your (masculine items)
sexta-feira	Friday
sim	yes
só	only
solteiro (-a)	bachelor; single, unmarried
sono	sleep
estar com sono	to be sleepy
sotaque (m)	accent
sua (a sua)	your (feminine items)
suficiente	enough, sufficient

(T)

também	also, too
tanto	so much
tão	so
tarde (f)	afternoon
tarde	late
telefonar	to telephone
telefonema (m)	phone call
dar um telefonema	to make a phone call
ter	to have
tem	he has
tenho	I have
tenho que	I have to
tive que	I had to
teve	he had
tivemos	we had
tiveram	they had
tinha	I used to/would have he used to/ would have
terça-feira	Tuesday
terno	suit
todo (-s)	every, all
tomar	to take
trabalhar	to work
trabalho	work
tráfego	traffic
três	three
treze	thirteen
trinta	thirty
tudo	everything
túnel (m)	tunnel

(U)

um	- one; a, an (with masculine items)
uns	- plural: some
uma	- one; a, an (with feminine items)
umas	- plural: some
usar	- to wear, to use
útil	- useful

(V)

velho	- old
vender	- to sell
ver	- to see
viu	- he saw
verdade (f)	- truth
vez (f)	- time, turn
outra vez	- again
às vezes	- at times
viajar	- to travel
vinte	- twenty
seis e vinte	- 6:20 (time)
vinte e seis	- twenty six
vir	- to come
vem	- he comes
visitar	- to visit
vista	- view
viu?	- you know?
vocabulário	- vocabulary
você	- you
voltar	- to return

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